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ABSTRACT

This publication is designed to assist the instructor and students in understanding the latest concepts and techniques of the instructional phase of cosmetology programs. The instructional units are in five areas: (1) orientation, (2) professional practices: hair, (3) professional practices: skin and nails, (4) cosmetology science, and (5) management practices. Each area consists of two or more instructional units. Each instructional unit includes behavioral objectives, suggested activities for the instructor, information sheets, transparency masters, assignment sheets, job sheets, tests, and answers to tests. Units are planned for more than one lesson or class period of instruction. Each unit is based on behavioral objectives which state the course goals. The behavioral objectives are stated as unit objectives and student performance objectives. (CSS)

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PROFESSIONAL COSMETOLOGY PRACTICES

Instructional Units

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PROFESSIONAL COSMETOLOGY PRACTICES

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FOREWORD

This publication is another in a series of trade and industrial curriculum materials designed to assist the instructor and students in understanding the latest concepts and techniques of the instructional phase of the cosmetology programs. For several years, the cosmetology instructors have been using any material they could find concerning trends, techniques, and practices to make their classes more acceptable and relevant to today's market. This publication has much of this information in an accessible form to be used in the classroom and laboratory. This guide should make the material to be covered more meaningful and helpful to both the instructor and the student.

The cosmetology instructors who served on the curriculum advisory committee are to be commended for their tireless efforts and for the input they have made to this publication. We believe that this guide will have a great influence on the Cosmetology instructors and students throughout the United States and will promote professionalism in this very worth-while vocation.

Roy Ayres, State Supervisor

PREFACE

There are few careers that offer as much diversity as cosmetology. It is our obligation as cosmetology instructors to see that our students are not only trained to perform a variety of beauty services, but that they also know how to deal with the public, how to sell themselves and their abilities, and how to become creative individuals. To quote Lawrence M. Gelb, author of *Your Future in Beauty Culture*, "You are, so to speak, a beauty doctor."

Even though the cosmetology profession is multifaceted, certain basic techniques must be learned and applied properly in order for the students to be able to grow and advance with each new change that confronts them daily. *Professional Cosmetology Practices* is an excellent resource for expediting and giving assistance to instructors and students in their training for the cosmetology profession.

Using instructional materials written in terms of student performance based on measurable performance objectives is an innovative approach to teaching that accents and augments the teaching-learning process. The purpose of this manual, then, is to assist vocational cosmetology instructors in improving instruction uniformly throughout the industry. Instructors should supplement their own methods and materials and alter material that does not fit their course of study. *Professional Cosmetology Practices* is designed to enable the student to build basic skills, to be open to innovation, and to apply the skills to the working world in a manner that will make them valuable members of our society.

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USE OF THIS PUBLICATION

Instructional Units

Professional Cosmetology Practices includes five areas. Each area consists of two or more units of instruction. Each instructional unit includes behavioral objectives, suggested activities for instructor, information sheets, transparency masters, assignment sheets, job sheets, tests, and answers to tests. Units are planned for more than one lesson or class period of instruction.

Careful study of each instructional unit by the teacher will help determine:

A. The amount of material that can be covered in each class period
B. The skills which must be demonstrated
    1. Supplies needed
    2. Equipment needed
    3. Amount of practice needed
    4. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Objectives

Each unit of instruction is based on behavioral objectives. These objectives state the goals of the course, thus providing a sense of direction and accomplishment for the student.

Behavioral objectives are stated in two forms: unit objectives stating the subject matter to be covered in a unit of instruction and specific objectives stating the student performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the instructor and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Following is a list of performance terms and their synonyms which may have been used in this material:

Name	Identify	Describe
Label	Select	Define
List in writing	Mark	Discuss in writing
List orally	Point out	Discuss orally
Letter	Pick out	Interpret
Record	Choose	Tell how
Repeat	Locate	Tell what
Give		Explain

Order	Distinguish	Construct
Arrange	Discriminate	Draw
Sequence		Make
List in order		Build
Classify		Design
Divide		Formulate
Isolate		Reproduce
Sort		Transcribe
		Reduce
		Increase
		Figure

Demonstrate
Show your work
Show procedure
Perform an experiment
Perform the steps
Operate
Remove
Replace
Turn off/on
(Dis) assemble
(Dis) connect

Reading of the objectives by the student should be followed by a class discussion to answer any questions concerning performance requirements for each instructional unit.

Instructors should feel free to add objectives which will fit the material to the needs of the students and community. When a teacher adds objectives, he/she should remember to supply the needed information, assignment and/or job sheets, and criterion tests.

Suggested Activities

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing specific objectives. Duties of the instructor will vary according to the particular unit. However, for best use of the material they should include the following: provide students with objective sheet, information sheet, assignment sheets, and job sheets; preview filmstrips, make transparencies, and arrange for resource materials and people; discuss unit and specific objectives and information sheet; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students in accomplishing the objectives.

Information Sheet

The information sheet provides content essential for meeting the cognitive (knowledge) objectives of the unit. The teacher will find that the information sheet serves as an excellent guide for presenting the background knowledge necessary to develop the skill specified in the unit objective.

Students should read the information sheet before the information is discussed in class. Students may take additional notes on the information sheet. Difficult words have been divided (not necessarily by syllables) to aid in pronunciation. The capitalized letters should be accented; for example, MAX-il-lary.

Transparency Masters

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion. (NOTE: Stand away from the overhead projector when discussing transparency material. The noise of the projector may cause the teacher to speak too loudly.)

Assignment Sheets

Assignment sheets give direction to study and furnish practice for paper and pencil activities to develop the knowledges which are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided which may be used by the student and/or teacher for checking student progress.

Job Sheets

Job sheets are an important segment of each unit. The instructor should be able to and in most situations should demonstrate the skills outlined in the job sheets. Procedures outlined in the job sheets give direction to the skill being taught and allow both student and teacher to check student progress toward the accomplishment of the skill. Job sheets provide a ready outline for a student to follow if he/she has missed a demonstration. Job sheets also furnish potential employers with a picture of the skills being taught and the performances he/she might reasonably expect from a person who has had this training.

Test and Evaluation

Paper-pencil and performance tests have been constructed to measure student achievement of each objective listed in the unit of instruction. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students in their efforts to accomplish the unit objective. Test items for objectives added by the teacher should be constructed and added to the test.

Test Answers

Test answers are provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

Page Numbering System

Each section in this publication is assigned a specific letter: (A) Orientation; (B) Professional Practices: Hair; (C) Professional Practices: Skin and Nails; (D) Cosmetology Science; (E) Management Practices. Pages are numbered consecutively within each section. For example, Orientation covers pages 1-A through 228-A. If the page is available as a transparency master, TM appears at the bottom of the page.

The following key will help to easily identify each section by color:

White - Objectives, Suggested Activities, and Transparency Masters

Green - Information Sheets

Buff - Assignment Sheets

Blue - Job Sheets

Yellow - Test

Pink - Answers to Assignment Sheets and Answers to Test

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(NOTE: This is an alphabetized list of the publications used in completing this manual.)

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ORIENTATION
UNIT I

[redacted]

UNIT OBJECTIVE SECTION A ORIENTATION

After completion of this unit, the student should be able to list facts concerning the occupational outlook of cosmetology and specific areas involved in cosmetology lab work. The student should also be able to complete a personal information card. This knowledge will be evidenced by completion of assignment sheet and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with orientation to the correct definitions.
2. Discuss facts concerning the occupational outlook of cosmetology.
3. List various types of occupations that can be acquired through cosmetology training.
4. Select from a list specific areas involved in cosmetology lab work.
5. Select from a list student requirements for the cosmetology program.
6. Complete a personal information card.

ORIENTATION
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Read rules and regulations from the State Board of Cosmetology as well as the instructor's classroom rules; be sure each student has a copy for filing.

F. Discuss importance of proper dress and appearance in a salon.

G. Discuss the student's earning potential as a cosmetologist.

H. Prepare bulletin board with various general areas of cosmetology such as nails, cosmetics, and hair.

I. Have each student prepare a collage depicting various occupations deriving from cosmetology.

J. Develop slide presentation for recruiting purposes.

K. File student's personal information card for future reference.

L. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment Sheet #1--Complete a Personal Information Card

D. Test

E. Answers to test

III. Unit reference--Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

ORIENTATION
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Occupation (oc-cu-PA-tion)--Work that a person does to earn a living; vocation

B. Diversified (di-VER-si-fied)--Varied; different

Example: Variety of jobs in an occupation

C. Platform artist--Cosmetologist who demonstrates various techniques or products to an audience

D. Occupational outlook--Availability of jobs in a specific area

II. Occupational outlook

A. Job opportunities result each year from the need to replace experienced cosmetologists who retire or transfer to related fields of work

B. The amount of services increases each year, requiring more knowledgable cosmetologists in diversified areas

Example: Sculpture nails and brush-on nails may require a specialized manicurist

III. Various types of occupations available

A. Hairdresser

(NOTE: A hairdresser is also known as a stylist, cosmetologist, or beauty operator.)

B. Manicurist

C. Facial salon (make-up)

D. Cosmetic sales

E. Technician

F. Instructor

G. Salon owner

H. School owner

I. Color chemist

INFORMATION SHEET

J. Beauty supply store owner

K. Platform artist

L. Competition artist

(NOTE: Stylists who enter competitions usually are employed in some phase of cosmetology full time and enter competition as a side-line.)

M. Wig and hairpiece stylist

IV. Specific areas involved in cosmetology lab work

A. Safety

B. Understanding basic hair movements

C. Styling hair

D. Rearranging hair structure chemically

E. Coloring hair using temporary, semi-permanent, or permanent methods

F. Cutting and shaping hair

G. Care of nails

H. Complexion care

I. Theory practices

J. Sterilization and sanitation methods

V. Student requirements for the cosmetology program

(NOTE: Each state requires that an individual meet certain standards before registering as a student. Ask your instructor what standards are required by your state. Your instructor and/or school may have additional requirements.)

A. Operate equipment correctly

B. Be safety conscious; follow safety regulations

C. Take instructions readily; follow directions

D. Be a good citizen

E. Control your temper

INFORMATION SHEET

F. Be enthusiastic about your work; work willingly

G. Have pride in cosmetology trade

H. Be conscious of waste in materials and work hours

I. Be punctual

J. Maintain a neat and attractive appearance

ORIENTATION
UNIT I

ASSIGNMENT SHEET #1--COMPLETE A PERSONAL INFORMATION CARD

Complete a blank 3 x 5 card giving the following personal data using the form shown. Turn in to the instructor for future reference.

Name: _____

Age: _____ Birthdate: _____

Grade classification: _____

Occupational objective: _____

Social security number: _____

Parents' names: _____

_____

Emergency telephone number: _____

Doctor's name and number: _____

_____

Home telephone number and address: _____

_____

ORIENTATION
UNIT I

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions.

_____a. Work that a person does to earn a living; vocation	1. Platform artist
_____b. Varied; different	2. Diversified
_____c. Cosmetologist who demonstrates various techniques or products to an audience	3. Occupation
_____d. Availability of jobs in a specific area	4. Occupational outlook

2. Discuss in writing the occupational outlook for a student trained in cosmetology.

a. _____

_____

_____

_____

b. _____

_____

_____

_____

3. List eight types of occupations that can be acquired through cosmetology training.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

4. Select from the following list specific areas involved in cosmetology lab work by placing an "X" in the correct blanks.

_____a. Safety

_____b. Care of nails

_____c. Electrolysis treatments

_____d. Cutting and shaping hair

_____e. Complexion care

_____f. Theory practices

_____g. Sterilization and sanitation methods

_____h. Diagnosing skin, scalp, and hair diseases

_____i. Providing correct massage movements on back and upper chest

_____j. Styling hair

_____k. Rearranging hair structure chemically

_____l. Understanding basic hair movements

_____m. Coloring hair using temporary, semi-permanent, or permanent methods

5. Select from the list below student requirements for the cosmetology program.

_____a. Operate equipment correctly

_____b. Have pride in the cosmetology trade

_____c. Be punctual

_____d. Be an outstanding student

_____e. Maintain a neat and attractive appearance

_____f. Be safety conscious; follow safety regulations

_____g. Take instructions readily; follow directions

_____h. Be a good citizen

_____i. Control your temper

_____j. Be enthusiastic about your work; work willingly

_____k. Purchase all the implements and equipment necessary to practice cosmetology

_____l. Be conscious of waste in material and work hours

6. Complete a personal information card.

(NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activity should be completed.)

ORIENTATION
UNIT I

ANSWERS TO TEST

1. a. 3
   b. 2
   c. 1
   d. 4

2. Discussion should include:
   a. Job opportunities result each year from the need to replace experienced cosmetologists who retire or transfer to related fields of work
   b. The amount of services increases each year, requiring more knowledgable cosmetologists in diversified areas

3. Any eight of the following:
   a. Hairdresser
   b. Manicurist
   c. Facial salon (make-up)
   d. Cosmetic sales
   e. Technician
   f. Instructor
   g. Salon owner
   h. School owner
   i. Color chemist
   j. Beauty supply store owner
   k. Platform artist
   l. Competition artist
   m. Wig and hairpiece stylist

4. a, b, d, e, f, g, j, k, l, m

5. a, b, c, e, f, g, h, i, j, l

6. Evaluated to satisfaction of the instructor

SAFETY
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to list rules for personal and shop safety and rules concerning sanitation and sterilization. The student should be able to match types of fire extinguishers to the classes of fire each is best suited to extinguish and match colors of the safety color code to statements of use. The student should be able to recognize unsafe situations by completing the shop inspection checklist and be willing to sign a safety pledge form. This knowledge will be evidenced by completion of the assignment sheets and unit test with 100 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with safety to the correct definitions.
2. Match the colors of the safety color code with their correct use.
3. List rules for personal safety.
4. Select from a list sanitation and sterilization rules that can prevent some personal safety hazards.
5. List physical and chemical methods of sterilization.
6. Arrange in order steps for using a wet sanitizer.
7. Discuss how bacteria can become a personal health hazard.
8. Distinguish between pathogenic and nonpathogenic bacteria.
9. Match types of pathogenic bacteria to the diseases they cause.
10. List rules for general shop safety.
11. Label the components of the fire triangle.
12. Match the classes of fire to the correct definitions.
13. Match types of fire extinguishers to the class of fire each is best suited to extinguish.
14. Complete a safety pledge form.
15. Complete a safety inspection checklist.
16. Review general shop safety rules.
17. Review sanitation rules.

SAFETY
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

F. Discuss information and assignment sheets.

G. Invite fire chief to give safety talk.

H. Discuss hazards of not following sanitation rules.

I. Read State Board of Cosmetology rules and regulations governing sterilization and sanitation.

J. Invite State Board of Cosmetology inspector to give talk on sanitation rules.

K. Read your rules and regulations to the class; give each student a copy.

L. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--The Fire Triangle

2. TM 2--Types of Fire Extinguishers

D. Assignment sheets

1. Assignment Sheet #1--Complete a Safety Pledge Form

2. Assignment Sheet #2--Complete a Safety Inspection Checklist

3. Assignment Sheet #3--Review General Shop Safety Rules

4. Assignment Sheet #4--Review Sanitation Rules

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

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SAFETY
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Safety--State or condition of being safe; freedom from danger, risk, or injury

B. Accident--Any suddenly occurring, unintentional event which causes injury or property damage

C. First aid--Immediate, temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained

D. Bacteria (bac-TER-i-a)--One-celled vegetable microorganisms; also called *germs* or *microbes*

E. Hygiene (HY-giene)--Establishing and maintaining good health

F. Sterilize (STER-i-lize)--To make free from all germs

G. Sanitize (SAN-i-tize)--Chemical means of keeping salon and equipment as free from germs as possible

H. Dry sanitizer--Closed cabinet used to keep implements sanitized until ready for use

I. Fumigant (FUM-i-gant)--Substance which disinfects by giving off smoke or fumes

(NOTE: A fumigant is usually used in a dry sanitizer.)

J. Contagious (con-TA-gious)--Ability to be transmitted from one person to another

K. Vapor (VA-por)--Substance used in cabinet sanitizer to keep sterilized implements sanitary

L. Germicidal (ger-mi-CI-dal)--Destroys germs

M. Ultra-violet--Violet ray having a germicidal action

N. Pathogenic (path-o-GEN-ic)--Harmful bacteria; disease-producing

O. Non-pathogenic (non-path-o-GEN-ic)--Beneficial bacteria; helpful

P. Disinfect (DIS-in-fect)--Destroy most pathogenic and nonpathogenic bacteria

Q. Antiseptic (an-ti-SEP-tic)--Chemical substance used to control bacteria growth

INFORMATION SHEET

R. Physical agent--Nonchemical method used for sterilization

Example: Boiling water at 100°C (212° F)

S. Sepsis (SEP-sis)--Poisoning due to pathogenic bacteria

T. Asepsis (ASEP-sis)--Freedom from disease germs

U. Formaldehyde (for-MAL-de-hyde)--Chemical used to kill bacteria

V. Quaternary ammonium compound (qua-TER-nary am-MO-ni-um COM-pound)--Chemical used to disinfect

(NOTE: Quaternary ammonium compound is often called quats.)

W. General infection--Infection that affects entire body

Example: Blood poisoning

X. Local infection--Infection that is concentrated on one area of the body

Example: Boil or pimple

Y. Animal parasite (PAR-a-site)--Small organism that lives off other living matter

Example: Head lice

Z. Fungi (FUN-gi)--Plant organisms that live on dead and some living matter

AA. Merthiolate (mer-THI-o-late)--Commercial product used to cleanse wounds

BB. Boric acid-Antiseptic; eye wash

CC. Phenol (PHE-nol)--Disinfectant used to cleanse and sanitize

DD. Toxic (TOX-ic)--Poisonous

EE. Tincture of iodine--Antiseptic used on small wounds or cuts

FF. Flagella (fla-GEL-la)--Hairlike projections on some bacteria which permits movement

GG. Virus (VIR-us)--Microscopic pathogenic particles of unknown origin

INFORMATION SHEET

II. Colors and application of the safety color code

(NOTE: The American Standards Association has established a safety color code for marking physical hazards and for identifying certain equipment.)

A. Federal safety red

1. Fire protection equipment and its location
2. Portable containers of flammable liquids
3. Emergency stop bars, stop buttons, and emergency electrical stop switches on machinery

B. Federal safety yellow

1. Caution and for marking physical hazards
2. Waste containers for explosive or combustible materials
3. Caution against starting, using, or moving equipment while under repair
4. Starting point or power source of machinery

C. Federal safety orange

1. Dangerous parts of equipment
2. Safety starter buttons and parts of equipment that may cause electrical shock
3. Exposed parts (edges only) of pulleys, gears, rollers, cutting devices, and power jaws

D. Federal safety purple--Radiation hazards

E. Federal safety green

1. Nameplates and noncritical parts of equipment
2. Location of first aid equipment

(NOTE: This applies to equipment other than fire-fighting equipment.)

F. Federal safety black and white (used individually or in combination)

1. Traffic flow
2. Housekeeping purposes
3. Storage areas

INFORMATION SHEET

III. Personal safety rules

A. Conduct yourself in a manner conducive to safe shop practices

B. Sterilize all implements after use on a patron

C. Wash hands before and after each patron

D. Practice personal hygiene

E. Learn to recognize diseases and disorders that may be contagious

(NOTE: Animal parasites such as head and body lice should be recognized to prevent their spread.)

F. Use clean towels and neck strips on each patron

G. Practice all electrical safety rules

IV. Sanitation and sterilization rules

A. Sanitize metal and glass implements using 70% alcohol

(NOTE: Implements such as scissors and the glass rake used with high frequency current should be cleansed with cotton saturated in 70% alcohol.)

B. Sanitize all implements after use on each patron

C. Disinfect floors, sinks, and toilet bowls with an effective disinfectant

Example: Lysol or pine-needle oil will sanitize floors, sinks, and toilet bowls

D. Place all sterilized implements in a dry sanitizer containing a fumigant until ready for use

(NOTE: Some states may not use fumigants.)

E. Avoid working on a patron having a contagious disease

F. Mix the disinfectant solution according to immersion time prescribed for implements

Example: 25% solution--combs and brushes may be sanitized after ten minutes; 10% solution--implements must be immersed for twenty minutes; 5% solution is used for minor cuts or abrasions or to sanitize shampoo bowls

G. Keep all chemical containers clearly labeled

INFORMATION SHEET

H. Avoid smelling a chemical when unlabeled

(CAUTION: Chemical fumes may be harmful to eyes and nose.)

I. Keep a complete first aid kit in the shop

J. Read product label to determine if product is toxic

(NOTE: **USP** on a label means that the product meets the standards of the United States Pharmacopoeia; **NF** means that the product meets the standards of the National Formulary.)

K. Keep chemicals away from the eyes

L. Place soiled towels in a covered container

M. Use disposable drinking cups

N. Avoid allowing animals in salon

(NOTE: Seeing-eye dogs are the only exceptions.)

V. Methods of sterilization

A. Physical

1. Moist heat

Examples: Boiling water (100°C or 212°F); steaming

2. Dry heat

Example: Baking

3. Ultra-violet rays

B. Chemical

1. Antiseptics

a. Tincture of iodine

(NOTE: Tincture of iodine is used for small wounds or cuts.)

b. Merthiolate

(NOTE: Merthiolate is used for small wounds or cuts.)

c. Boric acid

(NOTE: Boric acid is used as an eye wash.)

INFORMATION SHEET

d. Alcohol

(NOTE: Alcohol is used to sanitize metal and glass implements such as scissors, razors, and electrodes.)

e. Hydrogen peroxide (3% solution)

(NOTE: Three percent hydrogen peroxide is used for small wounds and cuts.)

2. Disinfectants

a. Quaternary ammonium compound (quats)

b. Formaldehyde (37 to 40%)

c. 70% alcohol

d. Cresol

(NOTE: Cresol is the technical term for Lysol.)

e. Phenol

VI. Steps for using wet sanitizer

A. Remove all hair from combs and brushes

B. Wash implements with soap and hot water

C. Rinse away soap traces

D. Immerse implements in container of disinfectant solution large enough to hold implements

(NOTE: Leave implements immersed for the required time, according to the strength of the disinfectant solution.)

E. Remove implements from wet sanitizer

F. Rinse clean

G. Wipe dry using clean towel

H. Store implements in dry sanitizer until ready for use

(NOTE: Implements may be stored in wrapped cellophane envelopes instead of in the dry sanitizer.)

INFORMATION SHEET

VII. Bacteria as a personal health hazard

A. Bacteria (germs, microbes) thrive well on skin and hair and in water, decaying matter, and various waste materials

B. Some bacteria have hairlike projections called *flagella* or *cilia* which allow them to move about in liquid

C. Bacteria grow and reproduce in the active stage and thrive in dark, dirty, moist areas

(NOTE: Bacteria reach full growth in about twenty to thirty minutes and then reproduce into two daughter cells by direct division.)

D. Some bacteria form spores when food or moisture is lacking, causing them to stop growth and reproduction

(NOTE: These spores blow about and can cause a threat because they can become active if conditions are right.)

VIII. Two types of bacteria

A. Pathogenic--Disease-producing, harmful bacteria which cause infection

Example: A virus is an infectious pathogenic particle that causes such diseases as polio, chicken pox, measles, and the common cold

B. Nonpathogenic--Harmless, beneficial bacteria which decompose dead vegetation and animals and fertilize soil

Example: Fungi are plant organisms that live off of dead vegetation and may be beneficial

(NOTE: Some fungi live off of living matter and are harmful.)

IX. Pathogenic bacteria and the diseases they cause

A. Cocci (round-shaped)

1. Streptococci--Blood poisoning, acute sore throat, scarlet fever, and rheumatic fever

2. Staphylococci--Boils, abscesses, carbuncles, pustules, and food poisoning

(NOTE: Staphylococci is a local infection.)

3. Diplococci--Measles, influenza, and pneumonia

B. Bacilli (rod-shaped)--Tetanus (lockjaw), typhoid fever, dysentery, and tuberculosis

C. Spirilla (corkscrew-shaped)--Syphilis

INFORMATION SHEET

X. General shop safety rules

A. Clean water, hair, or any spilled liquid off the floor immediately

B. Avoid touching two metal appliances at the same time

(NOTE: If equipment is properly grounded, an electrical shock should not occur.)

C. Avoid leaving patron alone when connected to an electrical device

D. Do not operate any appliance until you have been properly instructed in its use

E. Read manufacturer's directions carefully before using any appliances

F. Place appliance cords out of traffic lanes

G. Leave safety guard on razor at all times

H. Report all accidents to the instructor, regardless of the nature or severity

I. Avoid running in shop area

J. Keep floor area free of litter at all times

K. Handle sharp implements, such as scissors, with care

(NOTE: Avoid dropping scissors to prevent springing them or dulling the points.)

L. Avoid all horseplay in the shop

M. Disconnect appliances immediately after use

N. Replace all equipment in its proper place before leaving the shop

XI. Components of the fire triangle (Transparency 1)

A. Fuel

B. Heat

C. Oxygen

XII. Classes of fire

A. Class A--Fires that occur in ordinary combustible materials such as wood, rags, and rubbish

B. Class B--Fires that occur with flammable liquids such as gasoline, oil, grease, paint, and thinner

INFORMATION SHEET

C. Class C--Fires that occur in or near electrical equipment such as motors, switchboards, and electrical wiring

D. Class D--Fires that occur with combustible metals such as iron and magnesium

XIII. Types of fire extinguishers (Transparency 2)

A. Pressurized water--Used on Class A fires only

B. Soda acid--Used on Class A fires only

C. Carbon dioxide (CO_2)--Used on Class B and C fires

D. Dry chemical--Used on Class B, C, and some D fires

(NOTE: On Class D fires, dry sand is as effective as any dry chemical other than purple X. The cost of purple X chemical places it out of range for most salons.)

E. Foam--Used on Class A and B fires

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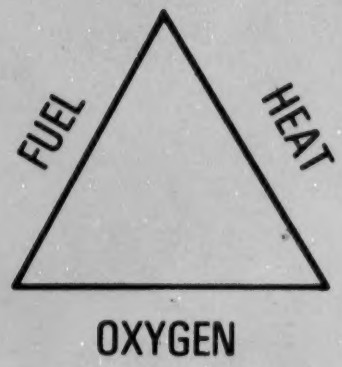
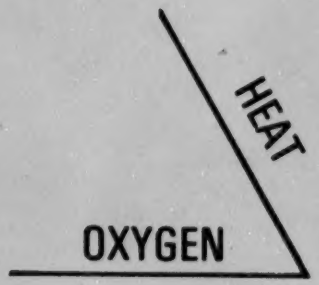
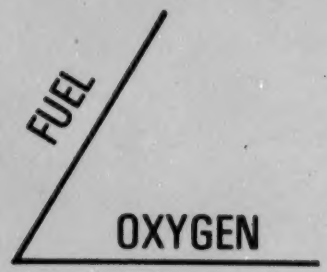
The Fire Triangle

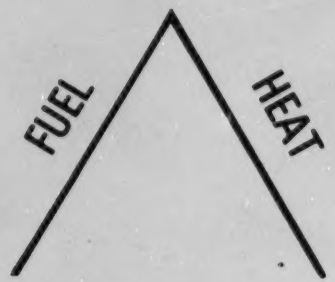
To produce fire, three components must be present at the same time.



If any one of the three components is missing, a fire cannot be started. With the removal of any one component, the fire will be extinguished.







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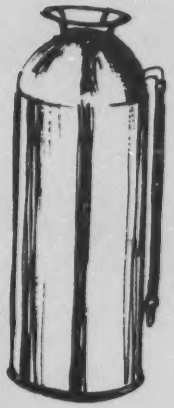
Types of Fire Extinguishers

Pressurized Water

Soda-Acid

Carbon Dioxide

Dry Chemical



Foam

SAFETY
UNIT II

ASSIGNMENT SHEET #1--COMPLETE A SAFETY PLEDGE FORM

Read the student safety pledge form and complete by filling in the blanks. Return form to instructor no later than _____.

STUDENT SAFETY PLEDGE FORM

_____, who is enrolled in Vocational _____, will, as a part of the shop experience, operate implements and equipment providing that her/his parent or guardian gives written permission.

It is understood that each student will be given proper instruction, both in the use of the equipment and in correct safety procedures concerning it, before being allowed to operate it alone. The student must assume responsibility for following safe practices, and we therefore ask that the student subscribe to the following safety pledge.

1. I PROMISE TO FOLLOW ALL SAFETY RULES FOR THE SHOP.
2. I WILL NOT ASK PERMISSION TO USE A PARTICULAR IMPLEMENT UNLESS I HAVE BEEN INSTRUCTED IN ITS USE.
3. I WILL REPORT ANY ACCIDENT OR INJURY TO THE TEACHER IMMEDIATELY.

DATE _____ STUDENT'S SIGNATURE _____

I hereby give my consent to allow my son or daughter to operate all implements and equipment necessary in carrying out the requirements of the course in which he/she is enrolled.

DATE _____ PARENT'S SIGNATURE _____

Parents are cordially invited to visit the shop and to participate in any service performed by the students.

(NOTE: Parental consent is necessary only if the student is a minor.)

SAFETY
UNIT II

ASSIGNMENT SHEET #2--COMPLETE A SAFETY INSPECTION CHECKLIST

Complete the safety inspection checklist by physically conducting an inspection of the shop area in your school.

CHECKING PROCEDURE

Draw a circle around the appropriate letter using the following letter scheme:

S -- Satisfactory (needs no attention)
A -- Acceptable (needs some attention)
U -- Unsatisfactory (needs immediate attention)

Recommendations should be made in all cases where a "U" is circled. Space is provided at the end of the form for such comments.

GENERAL PHYSICAL CONDITION

1.	Work stations and other equipment are arranged so as to conform to good safety practices	S A U
2.	Condition of aisles	S A U
3.	Condition of floors	S A U
4.	Condition of walls, windows, and ceiling	S A U
5.	Illumination is safe, sufficient, and well placed	S A U
6.	Ventilation is adequate and proper for conditions	S A U
7.	Temperature control	S A U
8.	Fire extinguishers are of proper type, adequately supplied, properly located, and maintained	S A U
9.	Teacher and students know locations of and how to use proper types of extinguishers for various fires	S A U
10.	Number and location of exits are adequate and properly identified	S A U

ASSIGNMENT SHEET #2

11.	Walls are clear of objects that might fall	S A U
12.	Air in shop is free from excessive dust and smoke	S A U
13.	Evaluation for the total rating of GENERAL PHYSICAL CONDITION	S A U

HOUSEKEEPING

1.	General appearance (orderliness)	S A U
2.	Adequate and proper storage space for tools and materials	S A U
3.	Work stations are kept orderly	S A U
4.	Corners are clean and clear	S A U
5.	Dispensary room is orderly	S A U
6.	Sufficient trash receptacles are provided	S A U
7.	Materials are stored in an orderly and safe condition	S A U
8.	A spring lid metal container is provided for hair and other waste	S A U
9.	Dangerous materials are stored away from chemicals used in services being offered	S A U
10.	Machines have been color conditioned	S A U
11.	Floors are free of hair, water, and foreign material	S A U
12.	Evaluation for the total rating for HOUSEKEEPING	S A U

EQUIPMENT

1.	Equipment is arranged so that workers are protected from hazards of other equipment and passing students	S A U
2.	All equipment control switches are easily available to operator	S A U

ASSIGNMENT SHEET #2

3.	Tools are kept sharp, clean, and in safe working order	S A U
4.	Evaluation for the total rating for EQUIPMENT	S A U

ELECTRICAL INSTALLATION

1.	All switches are enclosed	S A U
2.	There is a master control switch for all of the electrical installations	S A U
3.	All electrical extension cords are in safe condition and are not carrying excessive loads	S A U
4.	All machine switches are within easy reach of the operators	S A U
5.	Individual cut-off switches are provided for each machine	S A U
6.	No temporary wiring is evident	S A U
7.	Evaluation for the total rating for ELECTRICAL INSTALLATION	S A U

Comments:

SAFETY
UNIT II

ASSIGNMENT SHEET #3--REVIEW GENERAL SHOP SAFETY RULES

Circle the letter next to the correct answer to each question.

1. Any suddenly occurring, unintentional event which causes injury or property damage is the definition of:

   a. accident
   b. first aid
   c. safety
   d. color code

2. The state or condition being safe and the freedom from danger, risk, or injury is the definition of:

   a. safety
   b. first aid
   c. color code
   d. accident

3. The immediate, temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained is the definition of:

   a. safety
   b. color code
   c. first aid
   d. accident

4. The color applied to nonmoving objects such as hand rails, traffic lanes, and hazardous areas that may cause stumbling, falling, or tripping is:

   a. yellow
   b. green
   c. orange
   d. red

5. The color applied to noncritical parts of equipment, nameplates, and first aid equipment is:

   a. red
   b. purple
   c. green
   d. blue

ASSIGNMENT SHEET #3

6. The color applied to electrical boxes and switches, movable guards, and parts that may cut, crush, shock, or otherwise injure is:

   a. yellow
   b. green
   c. white
   d. orange

7. The color applied to identify the location of fire fighting equipment is:

   a. orange
   b. red
   c. yellow
   d. white

8. The color applied as a basic color indicating caution against starting equipment while under repair is:

   a. blue
   b. red
   c. orange
   d. yellow

9. The color applied to areas for storage and to show traffic flow is:

   a. orange
   b. red
   c. white
   d. purple

10. The color applied to areas involving radiation is:

    a. orange
    b. yellow
    c. white
    d. purple

11. In the shop you should conduct yourself in a manner:

    a. involving horseplay
    b. of your choice
    c. conducive to safe shop practices
    d. that reveals caution when the instructor is watching

SAFETY
UNIT II

ASSIGNMENT SHEET #4--REVIEW SANITATION RULES

Protecting yourself as well as the public should be your primary concern as a cosmetologist.

Circle the letter next to the correct answers to each question.

1. To sanitize combs and brushes properly, use:

   a. antiseptic
   b. disinfectant
   c. pesticide
   d. toxic chemical

2. Tincture of iodine is used for:

   a. tinting
   b. small cuts
   c. sterilizing combs and brushes
   d. rinsing

3. Sanitize all implements:

   a. at end of day
   b. once a week
   c. after each patron
   d. after every other patron

4. Cocci bacteria appear as what shape under a microscope?

   a. rod
   b. square
   c. round
   d. spiral

5. A wet sanitizer contains:

   a. disinfectant
   b. parasites
   c. fungi
   d. flagella

6. Seventy percent alcohol is used to sanitize:

   a. scissors and razors
   b. styling chairs
   c. combs
   d. wet sanitizers

ASSIGNMENT SHEET #4

7. Quaternary ammonium compound is:

   a. a wave set
   b. an astringent
   c. a towel sanitizer
   d. a disinfectant

8. Rollers, combs, and brushes should be immersed in a 10% formalin solution for:

   a. 5 minutes
   b. 20 minutes
   c. 15 minutes
   d. 10 minutes

SAFETY
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to satisfaction of instructor

Assignment Sheet #2--Evaluated to satisfaction of instructor

Assignment Sheet #3

1. a
2. a
3. c
4. a
5. c
6. d
7. b
8. d
9. c
10. d
11. c

Assignment Sheet #4

1. b
2. b
3. c
4. c
5. a
6. a
7. d
8. b

SAFETY
UNIT II

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions. (Answers to "a" through "m" are on this page.)

_____a.	State or condition of being safe; freedom from danger, risk, or injury	1. Contagious
_____b.	Any suddenly occurring, unintentional event which causes injury or property damage	2. Sanitize
_____c.	Immediate, temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained	3. Accident
_____d.	One-celled, vegetable microorganisms; also called *germs* or *microbes*	4. Vapor
_____e.	Establishing and maintaining good health	5. Sterilize
_____f.	To make free from all germs	6. Fumigant
_____g.	Chemical means of keeping salon and equipment as free from germs as possible	7. Bacteria
_____h.	Closed cabinet used to keep implements sanitized until ready for use	8. First aid
_____i.	Substance which disinfects by giving off smoke or fumes	9. Safety
_____j.	Ability to be transmitted from one person to another	10. Hygiene
_____k.	Substance used in cabinet sanitizer to keep sterilized implements sanitary	11. Dry sanitizer
_____l.	Destroys germs	12. Germicidal
_____m.	Destroy most pathogenic and nonpathogenic bacteria	13. Disinfect

(Answers to "n" through "ff" are on this page.)

_____n. Chemical substance used to control bacteria growth

_____o. Nonchemical method used for sterilization

_____p. Chemical used to kill bacteria

_____q. Chemical used to disinfect

_____r. Infection that affects entire body

_____s. Infection that is concentrated on one area of the body

_____t. Small organism that lives off other living matter

_____u. Harmful bacteria; disease producing

_____v. Beneficial bacteria; helpful

_____w. Commercial product used to cleanse wounds

_____x. Antiseptic; eye wash

_____y. Disinfectant used to cleanse and sanitize

_____z. Poisonous

____aa. Antiseptic used on small wounds or cuts

____bb. Hairlike projections on some bacteria which permits movement

____cc. Microscopic pathogenic particles of unknown origin

____dd. Poisoning due to pathogenic bacteria

____ee. Plant organisms that live on dead and some living matter

____ff. Freedom from disease germs

14. Merthiolate
15. Pathogenic
16. Phenol
17. Virus
18. General infection
19. Physical agent
20. Boric acid
21. Asepsis
22. Nonpathogenic
23. Local infection
24. Antiseptic
25. Quaternary ammonium compound
26. Fungi
27. Tincture of iodine
28. Formaldehyde
29. Animal parasite
30. Toxic
31. Flagella
32. Sepsis

2. Match the following colors of the safety color code with the correct statements of their use. Blanks may have more than one answer.

_____a.	Identifies fire protection equipment and its location	1.	Yellow
_____b.	Designates traffic flow	2.	Red
_____c.	Designates radiation hazards	3.	Black
_____d.	Designates dangerous parts of equipment	4.	Purple
_____e.	Designates caution	5.	Orange
_____f.	Designates location of first aid equipment	6.	White
_____g.	Designates caution against starting, using, or moving equipment while under repair	7.	Green

3. List five rules for personal safety.

a. _____

b. _____

c. _____

d. _____

e. _____

4. Select from the list below rules for sanitation and sterilization in the shop.

_____a. Disinfect floors, sinks, and toilet bowls with an effective disinfectant

_____b. Keep all chemical containers clearly labeled

_____c. Place all implements in a dry sanitizer containing fumigant until sterilized

_____d. Sanitize all implements after use on each patron

_____e. Smell an unlabeled chemical product to determine the type

_____f. Use glass drinking cups

_____g. Avoid allowing animals in salon

_____h. Keep a complete first aid kit in the shop

_____i. Avoid working on a patron having a contagious disease

_____j. Sanitize metal and glass implements using 3% hydrogen peroxide

5. List physical and chemical methods of sterilization.

a. Physical

1) _____

2) _____

3) _____

b. Chemical

1) Antiseptics

a) _____

b) _____

2) Disinfectants

a) _____

b) _____

6. Arrange in order the steps for using a wet sanitizer by placing a "1" before the first step, a "2" before the second step, and so on.

_____a. Rinse clean

_____b. Store implements in dry sanitizer until ready for use

_____c. Immerse implements in container of disinfectant solution large enough to hold implements

_____d. Remove all hair from combs and brushes

_____e. Remove implements from wet sanitizer

_____f. Wash implements with soap and hot water

_____g. Wipe dry using clean towel

_____h. Rinse away soap traces

7. Discuss how bacteria can become a personal health hazard.

_____

_____

_____

_____

_____

_____

_____

_____

8. Distinguish between pathogenic and nonpathogenic types of bacteria by writing the correct term in the blank provided.

_____a. Disease-producing, harmful bacteria which cause infection

_____b. Harmless, beneficial bacteria which decompose dead vegetation and animals and fertilize soil

9. Match the types of pathogenic bacteria on the right to the diseases they cause.

_____a. Blood poisoning, acute sore throat, scarlet fever, and rheumatic fever

_____b. Boils, abscesses, carbuncles, pustules, and food poisoning

_____c. Measles, influenza, and pneumonia

_____d. Tetanus (lockjaw), typhoid fever, dysentery, and tuberculosis

_____e. Syphilis

1. Bacilli
2. Streptococci
3. Staphylococci
4. Spirilla
5. Diplococci

10. List eight general shop safety rules.

a. _____

b. _____

c. _____

d. _____

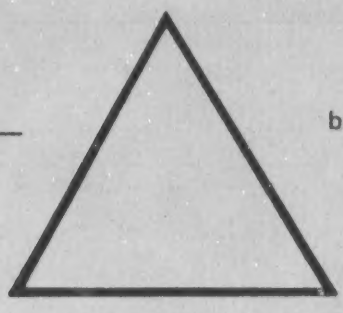
e. _____

f. _____

g. _____

h. _____

11. Label the components of the fire triangle below.



a. _____ b. _____

c. _____

12. Match the classes of fire on the right to the correct definitions.

_____a. Fires that occur with combustible metals such as iron and magnesium

_____b. Fires that occur in or near electrical equipment such as motors, switchboards, and electrical wiring

_____c. Fires that occur in ordinary combustible materials such as wood, rags, and rubbish

_____d. Fires that occur with flammable liquids such as gasoline, oil, grease, paint, and thinner

1. Class A
2. Class B
3. Class C
4. Class D

13. Match the types of fire extinguishers on the right to the class of fire it is best suited to extinguish.

_____a. Used on Class A and B fires

_____b. Used on Class A fires only

_____c. Used on Class B, C, and some Class D fires

_____d. Used on Class B and C fires

1. Pressurized water
2. Soda acid
3. Carbon dioxide
4. Dry chemical
5. Foam

14. Complete a safety pledge form.

15. Complete a safety inspection checklist.

16. Review general shop safety rules.

17. Review sanitation rules.

(NOTE: If activities 14-17 have not been accomplished prior to the test, ask the instructor when they should be completed.)

SAFETY
UNIT II

ANSWERS TO TEST

1.

a.	9	l.	12	w.	14
b.	3	m.	13	x.	20
c.	8	n.	24	y.	16
d.	7	o.	19	z.	30
e.	10	p.	28	aa.	27
f.	5	q.	25	bb.	31
g.	2	r.	18	cc.	17
h.	11	s.	23	dd.	32
i.	6	t.	29	ee.	26
j.	1	u.	15	ff.	21
k.	4	v.	22		

2.
a. 2
b. 3, 6
c. 4
d. 5
e. 1
f. 7
g. 1

3. Any five of the following:
   a. Conduct yourself in a manner conducive to safe shop practices
   b. Sterilize all implements after use on a patron
   c. Wash hands before and after each patron
   d. Practice personal hygiene

e. Learn to recognize diseases and disorders that may be contagious

f. Use clean towels and neck strips on each patron

g. Practice all electrical safety rules

4. a, b, d, g, h, i

5. a. Physical

1) Moist heat

2) Dry heat

3) Ultra-violet rays

b. Chemical

1) Antiseptics--Any two of the following:

a) Tincture of iodine

b) Merthiolate

c) Boric acid

d) Alcohol

e) Hydrogen peroxide (3% solution)

2) Disinfectants--Any two of the following:

a) Quaternary ammonium compound (quats)

b) Formaldehyde (37 to 40%)

c) 70% alcohol

d) Cresol

e) Phenol

6. a. 6

b. 8

c. 4

d. 1

e. 5

f. 2

g. 7

h. 3

7. Discussion should include:

   a. Bacteria (germs, microbes) thrive well on skin and hair and in water, decaying matter, and various waste materials

   b. Some bacteria have hairlike projections called *flagella* or *cilia* which allow them to move about in liquid

   c. Bacteria grow and reproduce in the active stage and thrive in dark, dirty, moist areas

   d. Some bacteria form spores when food or moisture is lacking, causing them to stop growth and reproduction

8. a. Pathogenic

   b. Nonpathogenic

9. a. 2

   b. 3

   c. 5

   d. 1

   e. 4

10. Any eight of the following:

   a. Clean water, hair, or any spilled liquid off the floor immediately

   b. Avoid touching two metal appliances at the same time

   c. Avoid leaving patron alone when connected to an electrical device

   d. Do not operate any appliance until you have been properly instructed in its use

   e. Read manufacturer's directions carefully before using any appliances

   f. Place appliance cords out of traffic lanes

   g. Leave safety guard on razor at all times

   h. Report all accidents to the instructor, regardless of the nature or severity

   i. Avoid running in shop area

   j. Keep floor area free of litter at all times

   k. Handle sharp implements, such as scissors, with care

l. Avoid all horseplay in the shop

m. Disconnect appliance immediately after use

n. Replace all equipment in its proper piace before leaving the shop

11. a. Fuel

b. Heat

c. Oxygen

12. a. 4

b. 3

c. 1

d. 2

13. a. 5

b. 2 or 1

c. 4

d. 3

14. Evaluated to satisfaction of instructor

15. Evaluated to satisfaction of instructor

16. Evaluated to satisfaction of instructor

17. Evaluated to satisfaction of instructor

IMPLEMENTS AND EQUIPMENT
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify general implements and equipment used in a salon. This knowledge will be evidenced by completion of the unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit the student should be able to:

1. Match terms associated with implements and equipment to the correct definitions.
2. Identify types of combs.
3. Identify types of brushes.
4. Identify types of rollers.
5. Identify types of clips.
6. Identify air-waving equipment (quick service).
7. Identify haircutting implements.
8. Identify equipment used for facials and scalp treatments.
9. Identify implements used in thermal waving.
10. Identify implements used in permanent waving.
11. Identify implements used in hair lightening and hair coloring.
12. Identify manicure and pedicure implements.
13. Identify implements used in styling hairpieces.
14. Identify implements and equipment used in shampooing.
15. Identify drying equipment.
16. Identify implements and equipment used in hairstyling.
17. Distinguish between wet and dry sanitizers.

IMPLEMENTS AND EQUIPMENT
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information sheet.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

(NOTE: Show examples.)

F. Discuss information sheet.

G. Discuss and demonstrate use of implements and equipment.

H. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Types of Combs
2. TM 2--Types of Brushes
3. TM 3--Types of Rollers
4. TM 4--Types of Clips
5. TM 5--Airwaving Equipment
6. TM 6--Haircutting Implements
7. TM 7--Facial and Scalp Treatment Equipment
8. TM 8--Facial and Scalp Treatment Equipment (Continued)
9. TM 9--Thermal Waving Implements
10. TM 10--Implements Used for Permanent Waving

11. TM 11--Implements Used for Hair Lightening and Hair Coloring
12. TM 12--Manicure and Pedicure Implements
13. TM 13--Manicure and Pedicure Implements (Continued)
14. TM 14--Manicure and Pedicure Implements (Continued)
15. TM 15--Implements Used for Styling Hairpieces
16. TM 16--Implements and Equipment Used for Shampooing
17. TM 17--Drying Equipment
18. TM 18--Implements and Equipment Used for Hairstyling
19. TM 19--Sanitizing and Sterilizing Equipment

D. Test

E. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

B. Dalton, John. *The Professional Cosmetologist.* St. Paul, Minnesota: West Publishing Co., 1976.

C. Kibbe, Constance V. *Standard Textbook of Cosmetology.* Bronx, New York: Milady Publishing Corp., 1972.

IMPLEMENTS AND EQUIPMENT
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Cylindrical (cy-LIN-dri-cal)--Having straight lines moving in a fixed direction and intersecting a fixed curve

B. Conoid (CO-noid)--Shaped like or nearly like a cone

C. Magnetic (mag-NET-ic)--Ability to attract

Example: Magnetic rollers attract wet hair and cause the hair to cling

D. Synthetic (syn-THET-ic)--Artificial fiber

E. Comedone extractor (COM-e-done ex-TRAC-tor)--Implement used to remove blackheads

F. High-frequency current--Alternating current of a safe level produced by a machine; Tesla current

G. Infra-red lamp--Source of heat applied to body for therapeutic reasons

H. Germicidal (GER-mi-CI-dal)--Kills bacteria (germs)

I. Ultra-violet--Violet-colored light having a germicidal action

J. Thermal styling--Dressing the hair by means of electricity

II. Types of combs (Transparency 1)

A. Styling comb

B. Rattail comb

C. Color comb (tangle comb)

D. Afro pick (pic)

E. Haircutting comb

III. Types of brushes (Transparency 2)

A. Natural bristled brush

(NOTE: Natural bristled brushes come in varying sizes and shapes.)

B. Synthetic bristled brush

(NOTE: Synthetic brushes come in varying sizes and shapes.)

INFORMATION SHEET

C. Wire brush

(NOTE: Wire brushes are usually used for hairpieces.)

D. Round air-waving brush

E. Plastic brush

IV. Types of rollers (Transparency 3)

A. Cylindrical (magnetic) roller

(NOTE: These rollers may be nylon or plastic and come in various sizes.)

B. Half-size rollers

C. Conoid (cone) roller

D. Brush roller

(NOTE: Brush rollers cannot be sanitized and, therefore, are not used in some states.)

V. Types of clips (Transparency 4)

A. Roller clip

B. Pin curl clip

1. Double-prong
2. Single-prong

C. Duck bill clip

D. Bobby pin

E. Hairpin

F. Roller pin

G. Brush roller pick

VI. Air-waving equipment (Transparency 5)

A. Air-waver (blow dryer)

B. Curling irons

1. Electric spring action
2. Electric vaporizer
3. Marcel

INFORMATION SHEET

C. Round brush

D. Hot comb

E. Comb

F. Spray bottle

VII. Haircutting implements (Transparency 6)

A. Scissors

(NOTE: Scissors come in varying types and lengths.)

B. Razor

C. Tapering shears (thinning shears)

1. Single-notched

2. Double-notched

D. Clippers

E. Haircutting comb

VIII. Facial and scalp treatment equipment (Transparencies 7 and 8)

A. Recliner chair

B. Infra-red lamp

C. Ultra-violet lamp

D. High-frequency current

E. Comedone extractor

F. Heat cap

G. Galvanic current

H. Faradic current (wrist electrode)

I. Facial steamer

INFORMATION SHEET

IX. Thermal waving implements (Transparency 9)

A. Pressing comb (straightening comb)

1. Conventional
2. Electric

B. Heater

1. Electric
2. Gas

C. Curling iron

(NOTE: Curling irons come in several sizes.)

1. Electric spring action
2. Electric vaporizer
3. Conventional

D. Comb (hard rubber)

X. Implements used for permanent waving (Transparency 10)

A. Permanent wave rods

(NOTE: Permanent wave rods come in several sizes and lengths.)

B. End papers

C. Rattail comb

D. Timer

E. Rolled cotton

XI. Implements used for hair lightening and hair coloring (Transparency 11)

A. Applicator bottle

B. Frost brush

C. Timer

D. Rubber gloves

E. Frost cap

INFORMATION SHEET

F. Crochet needle

G. Color comb (tangle comb)

H. Plastic bag

XII. Manicure and pedicure implements (Transparencies 12, 13, and 14)

A. Manicure table with lamp

B. Manicure stool

C. Finger bowl (bath)

D. Nail file

E. Emery board

F. Orangewood stick

G. Steel pusher

H. Cuticle nippers

I. Cuticle scissors

J. Nail brush

K. Nail buffer

L. Tweezers

M. Electric heater

N. Manicure cushion

O. Container for sanitizing agent

P. Camel hair nail brush

Q. Container for pedicure

R. Toenail nippers

S. Spatula

T. Cotton

INFORMATION SHEET

XIII. Implements used for styling hairpieces (Transparency 15)

A. Wig block

(NOTE: Wig blocks come in all head sizes and should be covered with plastic.)

B. Swivel clamp

C. Wig pins

D. Styrofoam wig head

(NOTE: Hairpieces are placed on styrofoam wig heads after they have been styled.)

XIV. Implements and equipment used for shampooing (Transparency 16)

A. Shampoo bowl

B. Shampoo chair

C. Shampoo cape

D. Towel

E. Neck strip

XV. Drying equipment (Transparency 17)

A. Hair dryer

B. Air waver (blow dryer)

C. Wig dryer

XVI. Implements and equipment used for hair styling (Transparency 18)

A. Styling chair

B. Comb-out cape

C. Brush

D. Comb

(NOTE: A variety of comb styles may be used to do comb-outs, including rattail, styling, and color combs.)

E. Lift

F. Afro pick (pic)

INFORMATION SHEET

XVII. Sanitizing and sterilizing equipment (Transparency 19)

A. Wet sanitizer

B. Dry sanitizer

Types of Combs

Styling

Rattail

Haircutting

Afro Pick (Pic)

Color (Tangle)

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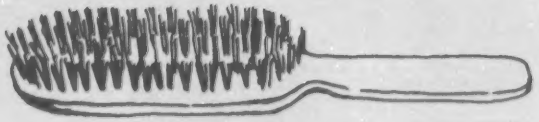
TM 1

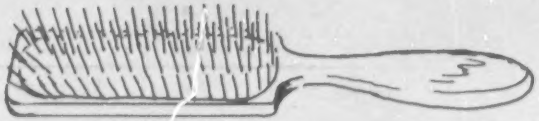
PCP - 71-A

Types of Brushes

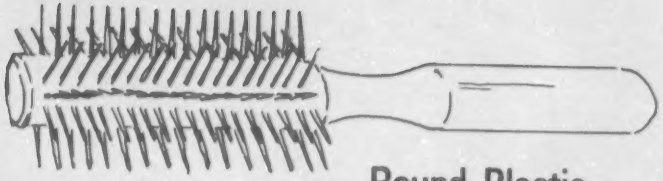
Natural Bristled



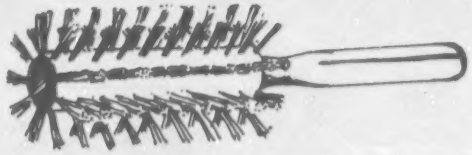
Synthetic Bristled



Wire



Round Plastic



Round Airwaving

Regular Plastic

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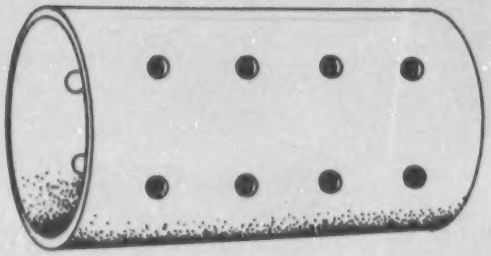
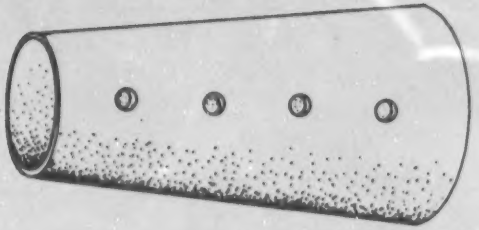
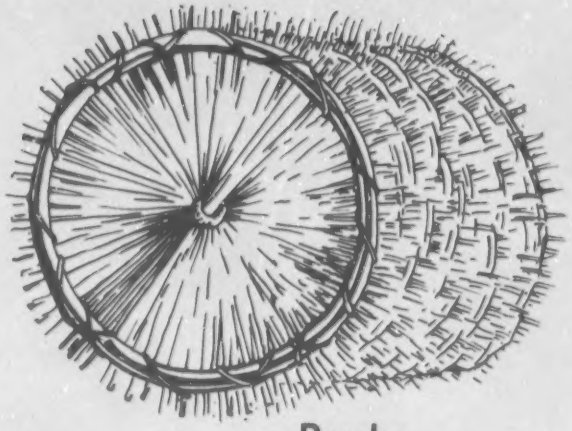
Types of Rollers



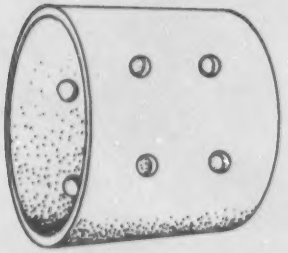
Cylindrical



Conoid



Brush



Half Size

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Types of Clips

Pin Curl Clips

Single-Prong

Double-Prong

Roller Clip

Brush Roller Pick

Hairpin

Bobby Pin

Roller Pin

Duck Bill Clip

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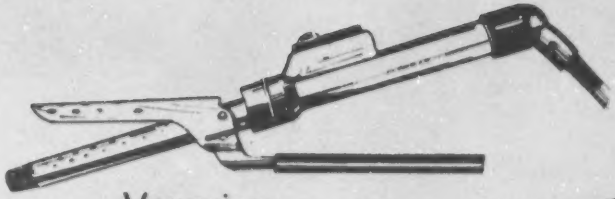
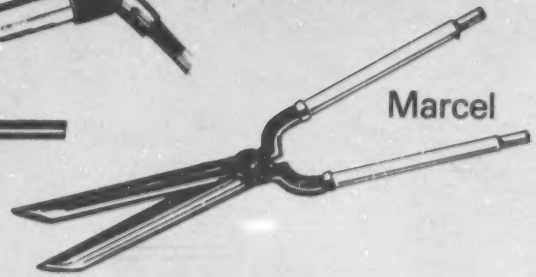
TM 4

Airwaving Equipment

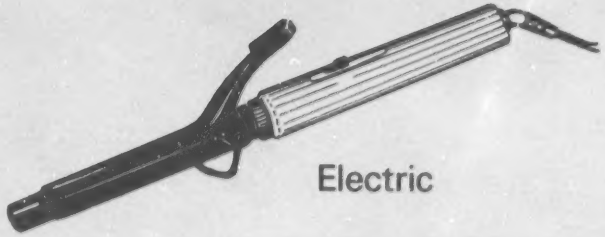
Curling Irons



Vaporizer

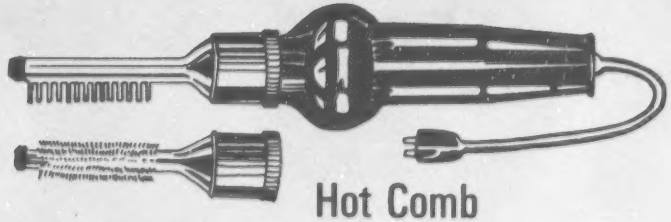


Marcel



Electric

Air Waver (Blow Dryer)



Hot Comb

Spray Bottle

Round Brush

Comb

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TM 6

Haircutting Implements

Scissors

Razor

Clippers

Tapering Shears
(Thinning Shears)

Single-Notched

Double-Notched

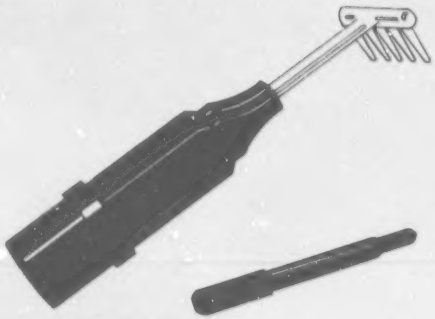
Haircutting Comb

Facial and Scalp Treatment Equipment

Ultra-Violet Lamp

Infra-Red Lamp

Recliner Chair



High-Frequency Current

Comedone Extractor

Heat Cap

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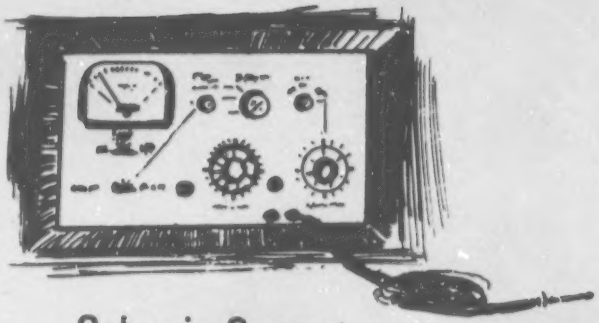
Facial and Scalp Treatment Equipment

(Continued)



Galvanic Current

Facial Steamer

Faradic Current (Wrist Electrode)

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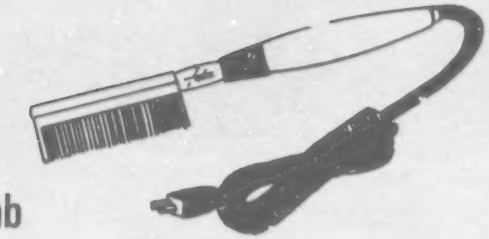
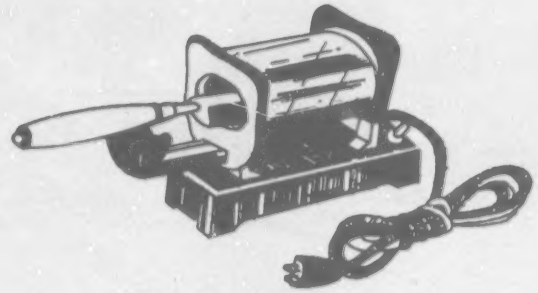
Thermal Waving Implements

Conventional Pressing Comb
(Straightening Comb)

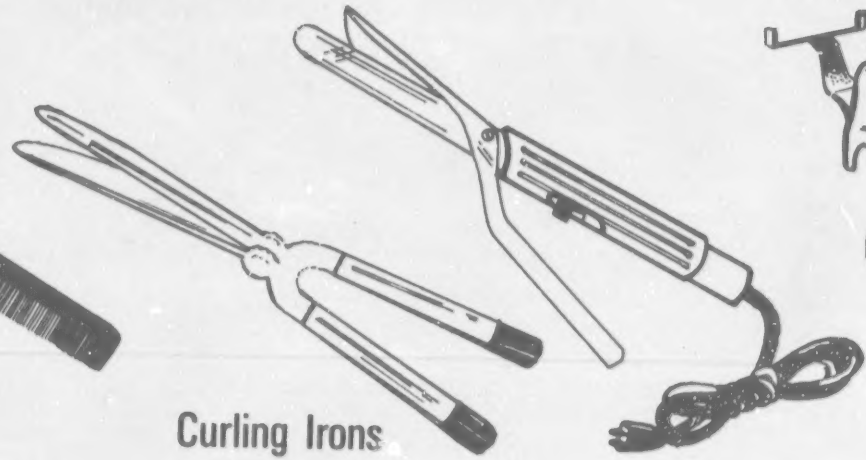


Electric Pressing Comb



Electric Heater

Comb



Curling Irons

Gas Heater

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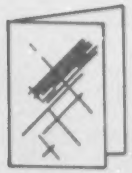
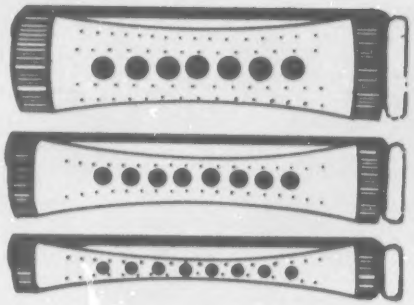
Implements Used for Permanent Waving

Timer



End Papers

Rattail Comb



Permanent Wave Rods

Rolled Cotton

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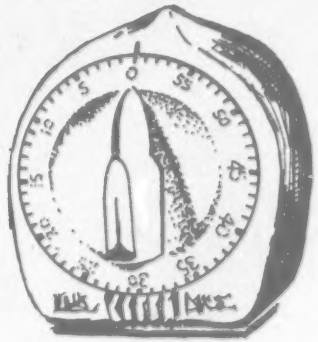
Implements Used for Hair Lightening and Hair Coloring

Applicator Bottle

Frost Brush

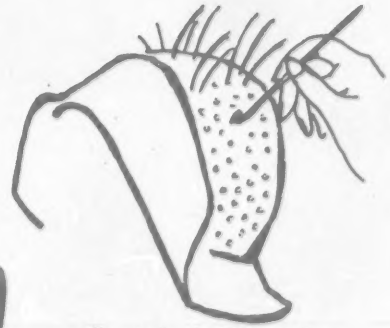
Rubber Gloves



Timer

Frost Cap

Color Comb (Tangle)



Crochet Needle

Plastic Bag

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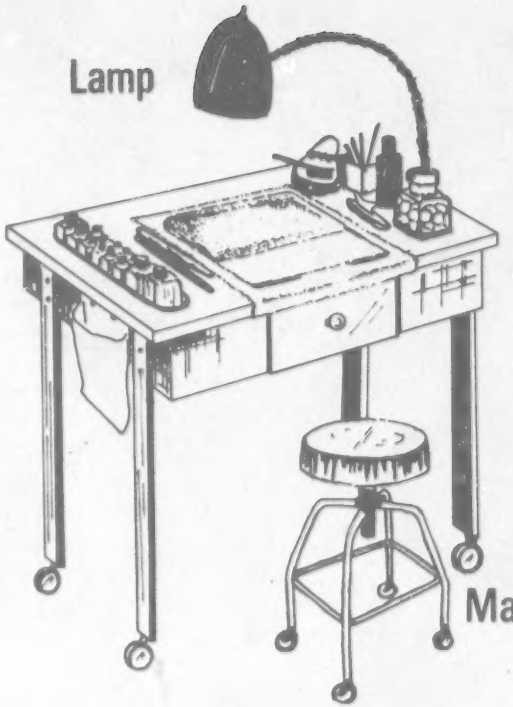
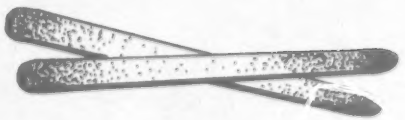
Manicure and Pedicure Implements



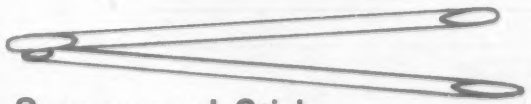
Cuticle Scissors

Finger Bowl
(Bath)


Emery Boards

Cuticle Nippers

Steel Pusher


Orangewood Stick

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Manicure and Pedicure Implements

(Continued)

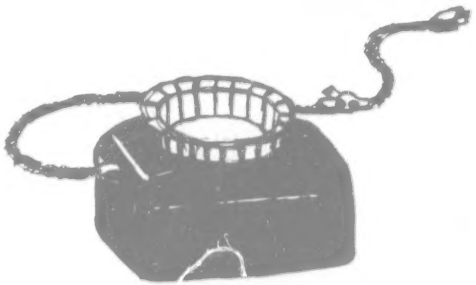
Nail Brush

Nail Buffer

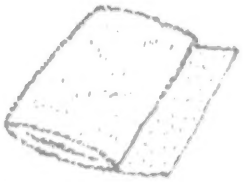
Tweezers

Nail File

Container for Sanitizing Agent



Electric Heater



Manicure Cushion

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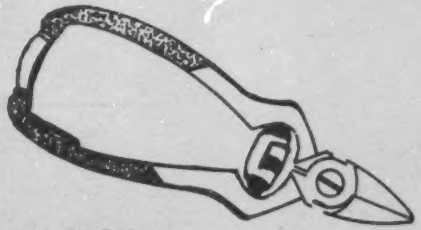
Manicure and Pedicure Implements

(Continued)

Camel Hair Nail Brush

Container for Pedicure



Toenail Nippers

Spatula

Cotton

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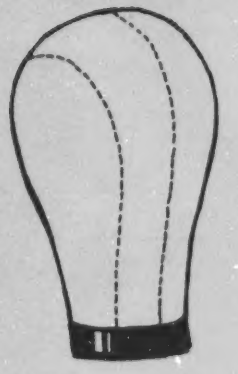
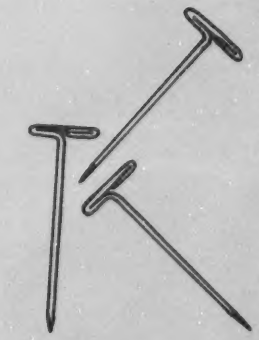
Implements Used for Styling Hairpieces



Wig Block

Styrofoam Wig Head



Wig Pins

Swivel Clamp

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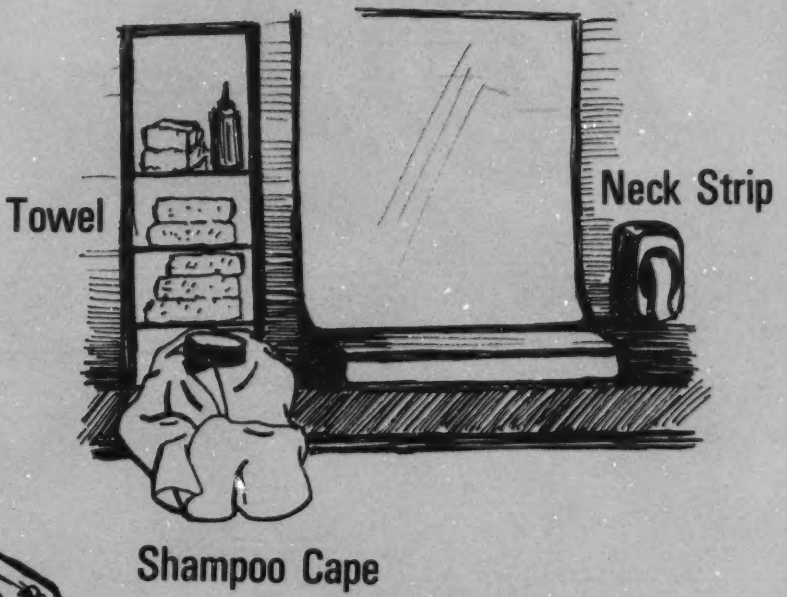
Implements and Equipment Used for Shampooing



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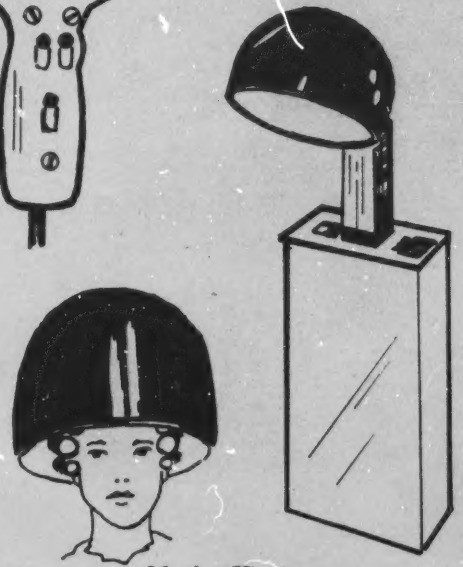
TM 16

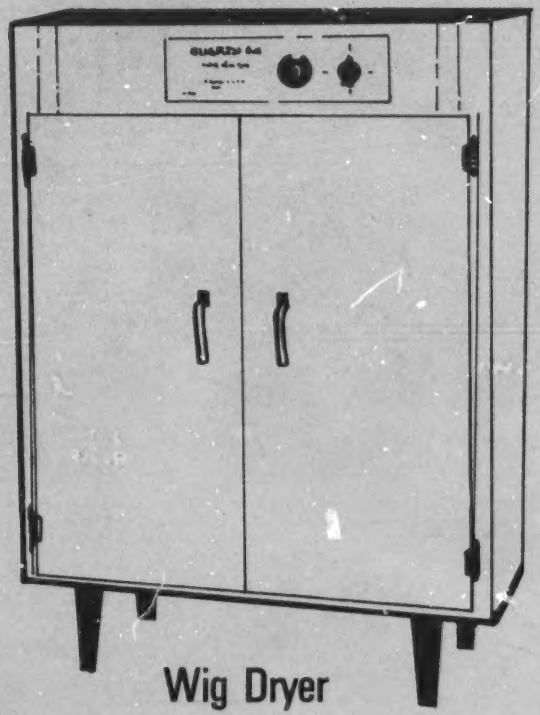
PCP - 101-A

Drying Equipment

Air Waver
(Blow Dryer)



Hair Dryer



Wig Dryer

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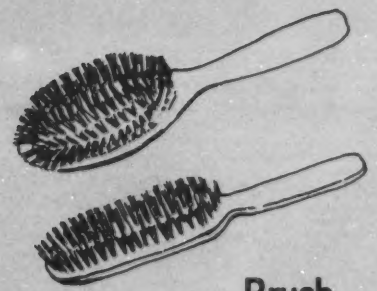
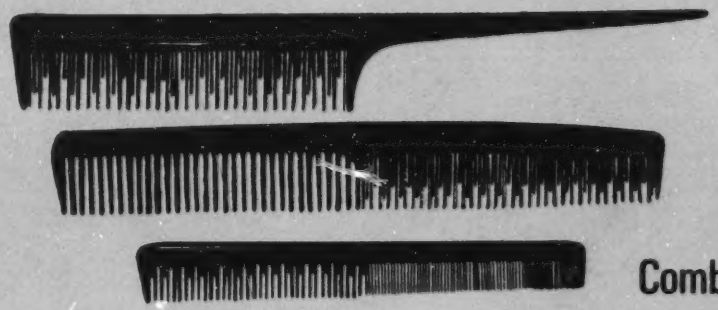
Implements and Equipment Used for Hairstyling

Styling Chair

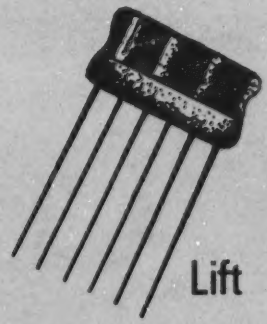
Comb-Out Cape



Brush



Combs



Lift

Afro Pick (Pic)

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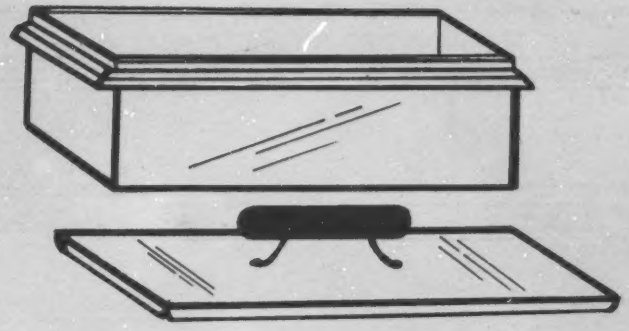
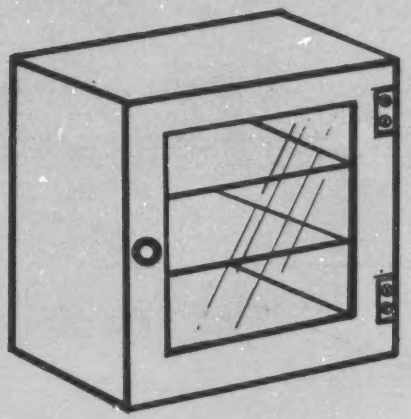
Sanitizing and Sterilizing Equipment



Wet Sterilizer



Dry Sanitizer

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IMPLEMENTS AND EQUIPMENT
UNIT III

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions.

_____a. Having straight lines moving in a fixed direction and intersecting a fixed curve

_____b. Shaped like or nearly like a cone

_____c. Ability to attract

_____d. Artificial fiber

_____e. Implement used to remove blackheads

_____f. Alternating current of a safe level produced by a machine; Tesla current

_____g. Source of heat applied to body for therapeutic reasons

_____h. Violet-colored light having a germicidal action

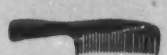
_____i. Dressing the hair by means of electricity

_____j. Kills bacteria (germs)

1. Conoid
2. Synthetic
3. Cylindrical
4. Ultra-violet
5. Thermal styling
6. Magnetic
7. Infra-red lamp
8. High-frequency current
9. Germicidal
10. Comedone extractor

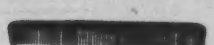
2. Identify the types of combs illustrated below by writing the correct name in the blank provided.

a. _____



b. _____

c. _____

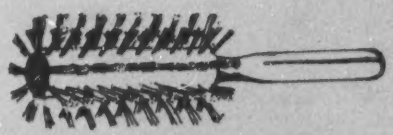


d. _____

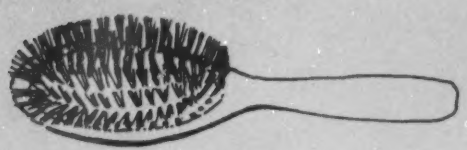
e. _____

3. Identify the types of brushes illustrated below by writing the correct name in the blank provided.

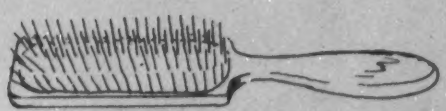
a. _____



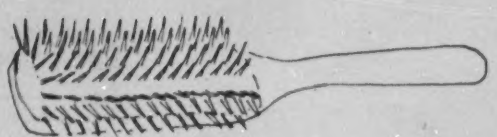
b. _____



c. _____

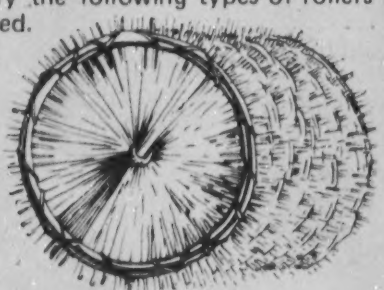


d. _____



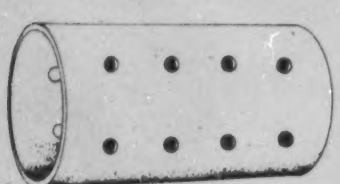
e. _____

4. Identify the following types of rollers by writing the correct name in the blank provided.

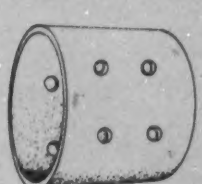


a. _____

b. _____

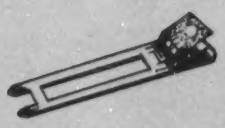


c. _____



d. _____

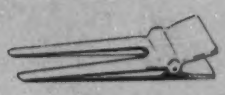
5. Identify the types of clips illustrated below by writing the correct name in the blank provided.



a. _____

b. _____

c. _____

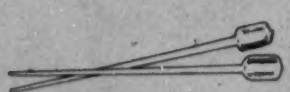


d. _____

e. _____

f. _____

g. _____



h. _____

6. Identify the air-waving equipment illustrated below by writing the number of the illustration in the blank next to the correct name.

_____a. Air waver (blow dryer)

_____b. Curling iron, electric

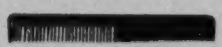
_____c. Round brush

_____d. Hot comb

_____e. Comb

_____f. Curling iron, marcel

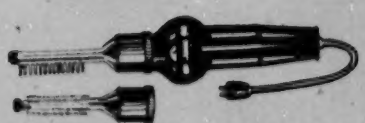
_____g. Spray bottle

1. 

2.

3.

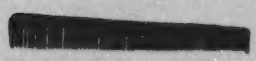
4.

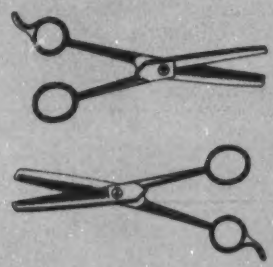
5. 

6.

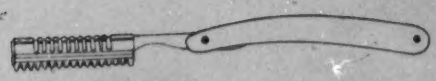
7.

7. Identify the haircutting implements below by writing the correct name in the blank provided.

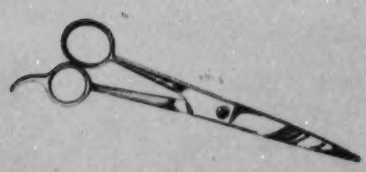


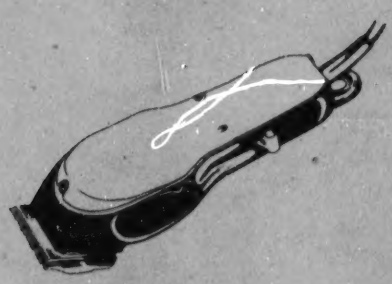


a. _____ b. _____



c. _____





d. _____ e. _____

8. Identify the following equipment used for facials and scalp treatments by writing the number of the illustration in the blank next to the correct name.

_____a. Recliner chair

_____b. Infra-red lamp

_____c. Ultra-violet lamp

_____d. Comedone extractor

_____e. Heat cap

_____f. High-frequency current

_____g. Galvanic current

_____h. Faradic current (wrist electrode)

_____i. Facial steamer

1.

2.

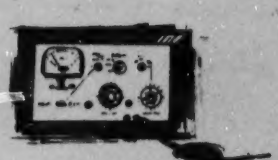
3.

4.

5.

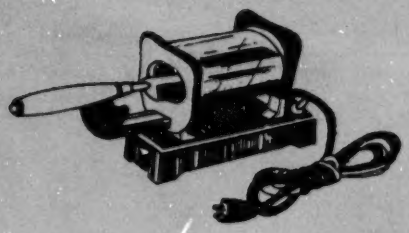
6.

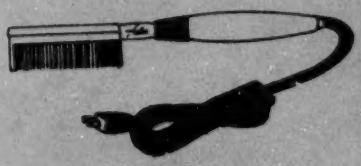
7.

8. 

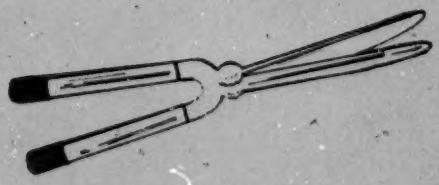
9.

9. Identify the implements used in thermal waving that are illustrated below by writing the correct name in the blank provided.





a. _____ b. _____

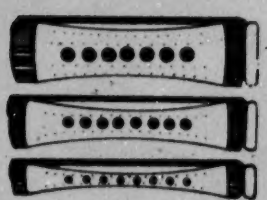


c. _____ d. _____

e. _____ f. _____

10. Identify implements used in permanent waving by writing the correct name in the blank provided.

a. _____ b. _____



c. _____ d. _____

e. _____

11. Identify implements used for hair lightening and coloring by writing the correct name in the blank provided.

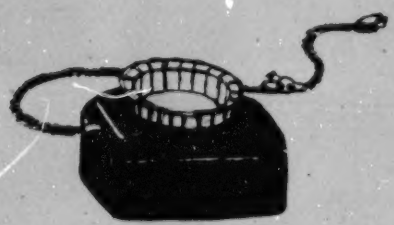
a. _____ b. _____ c. _____

d. _____ e. _____ f. _____

g. _____ h. _____

12. Identify the manicure and pedicure implements below and on the following page by writing the number of the illustration in the blank next to the correct name.

_____a. Manicure table with lamp
_____b. Manicure stool
_____c. Finger bowl (bath)
_____d. Nail file
_____e. Emery board
_____f. Orangewood stick
_____g. Steel pusher
_____h. Cuticle nippers
_____i. Cuticle scissors
_____j. Nail brush
_____k. Nail buffer
_____l. Tweezers
_____m. Electric heater
_____n. Manicure cushion
_____o. Container for sanitizing agent
_____p. Camel hair nail brush
_____q. Container for pedicure
_____r. Toenail nippers
_____s. Spatula
_____t. Cotton

1. 

2.

3.

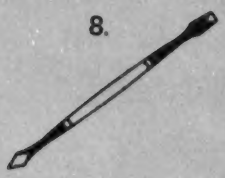
4.

5.

6.

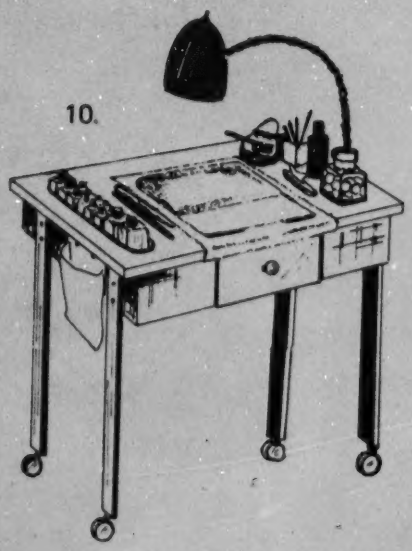
7.

8.



9.

10.

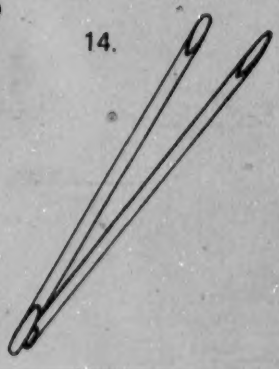


11.

12.

13.

14.



15.

16.

17.

18.

19.

20.

13. Identify implements used for styling hairpieces by writing the correct name in the blank provided.

a. _____

b. _____

c. _____

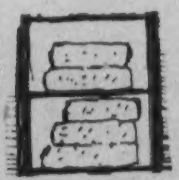
d. _____

14. Identify the implements and equipment used in shampooing by writing the correct name in the blank provided.

a. _____

b. _____

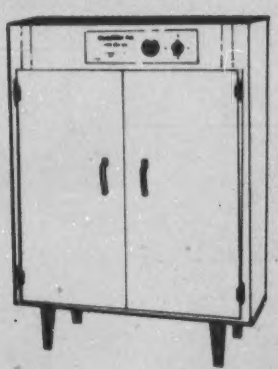
c. _____

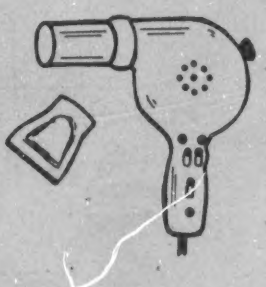


d. _____

e. _____

15. Identify the drying equipment illustrated below by writing the correct name in the blank provided.

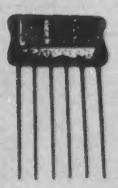




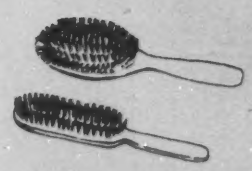
a. _____ b. _____

c. _____

16. Identify the hairstyling implements and equipment illustrated below by writing the correct name in the blank provided.

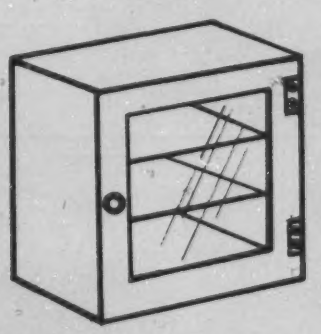


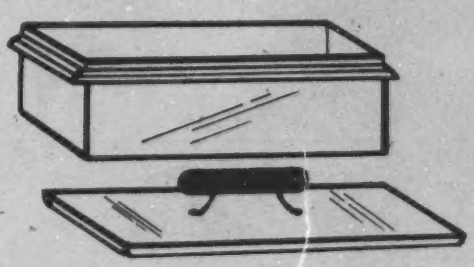
a. _____ b. _____ c. _____



d. _____ e. _____ f. _____

17. Distinguish between a wet sanitizer and dry sanitizer by writing the correct name in the blank provided.





a. _____ b. _____

IMPLEMENTS AND EQUIPMENT
UNIT III

ANSWERS TO TEST

1. a. 3
   b. 1
   c. 6
   d. 2
   e. 10
   f. 8
   g. 7
   h. 4
   i. 5
   j. 9
2. a. Haircutting comb
   b. Color comb (tangle comb)
   c. Rattail comb
   d. Styling comb
   e. Afro pick (pic)
3. a. Synthetic bristled brush
   b. Round air-waving brush
   c. Natural bristled brush
   d. Wire brush
   e. Plastic brush
4. a. Brush roller
   b. Conoid (cone) roller
   c. Cylindrical (magnetic) roller
   d. Half-size roller
5. a. Roller clip
   b. Bobby pin
   c. Roller pin
   d. Double-prong pin curl clip
   e. Hairpin
   f. Single-prong pin curl clip

g. Duck bill clip

h. Brush roller pick

6. a. 7

b. 4

c. 2

d. 5

e. 1

f. 6

g. 3

7. a. Haircutting comb

b. Tapering shears

c. Razor

d. Scissors

e. Clippers

8. a. 4
b. 5
c. 6
d. 2
e. 1
f. 3
g. 8
h. 7
i. 9

9. a. Electric heater

b. Electric pressing comb

c. Curling iron

d. Conventional pressing comb

e. Gas heater

f. Comb

10. a. Timer

b. Rattail comb

c. Permanent wave rods

d. End papers

e. Rolled cotton

11. a. Rubber gloves
    b. Frost brush
    c. Frost cap
    d. Color comb (tangle comb)
    e. Applicator bottle
    f. Timer
    g. Crochet needle
    h. Plastic bag

12.

a.	10	f.	14	k.	4	p.	6
b.	16	g.	8	l.	12	q.	19
c.	17	h.	18	m.	1	r.	5
d.	13	i.	15	n.	7	s.	2
e.	9	j.	3	o.	11	t.	20

13. a. Wig pin
    b. Swivel clamp
    c. Wig block
    d. Styrofoam wig head

14. a. Shampoo bowl
    b. Shampoo cape
    c. Shampoo chair
    d. Towel
    e. Neck strip

15. a. Wig dryer
    b. Air waver (blow dryer)
    c. Hair dryer

16. a. Lift
    b. Comb-out cape
    c. Comb
    d. Styling chair

JOB SUCCESS SKILLS
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to practice good work habits and attitudes to insure job success. The student should be able to practice appropriate "job-getting" skills in order to secure employment. This knowledge will be evidenced by completion of the assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with job success skills to the correct definitions.
2. Name two basic factors which influence job success.
3. Match the desirable employee characteristics to the correct definitions.
4. Discuss ways to increase self-satisfaction in a job.
5. Match barriers to good communication to the correct definitions/descriptions.
6. List reasons people lose jobs.
7. Select from a list methods for improving listening skills.
8. List characteristics of a good employee.
9. Select from a list ways to get along with the supervisor or employer.
10. Select from a list ways to get along with co-workers.
11. Select from a list ways to get along with patrons.
12. Match descriptions of unpleasant persons to the correct ways to handle them.
13. State work rules related to punctuality, neat appearance and appropriate clothes for the job, visiting on the job, missing work, keeping busy, poise, and personal management.
14. Discuss ways to develop a more positive self-image.
15. Increase self-awareness.

JOB SUCCESS SKILLS
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Invite resource person (e.g., business owner, personnel director, superintendent, or principal) to discuss "What I look for on application letters, resumes, employment application forms, and follow-up devices."

F. Collect newpaper ad sections for students to use in completing assignment sheets.

G. Invite representative from employment agency to explain how employment agencies can benefit students in locating employment.

(NOTE: A representative from state employment service will come to Oklahoma schools without charge. Contact them early.)

H. Obtain actual letters of application and resumes to show students.

I. Make a display of actual application forms and contracts from employment agencies of resources in local area. If possible, after student has filled out a sample employment application included in this unit, have student complete a "real" application form; evaluate for test.

J. Present Critical Steps of Job Interviewing program.

K. Arrange for video tape during job interview sessions in order for students to evaluate and critique themselves and others.

L. Give test.

M. Reteach if necessary.

II. Instructional units:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Discuss Work Rules
2. Assignment Sheet #2--Increase Self-Awareness
3. Assignment Sheet #3--Evaluate Personal Abilities
4. Assignment Sheet #4--Chart Personal Goals
5. Assignment Sheet #5--Prepare a Resume
6. Assignment Sheet #6--Write a Cover/Application Letter
7. Assignment Sheet #7--Complete Employment Application Form
8. Assignment Sheet #8--Participate in a Job Interview
9. Assignment Sheet #9--Write a Follow-Up Letter

D. Test

E. Answers to test

III. Unit references:

A. Nelson, Frank. *Distributive Education II: Course of Study*. rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1976.

B. Sawatzky, Joyce; Clements, Irene; and Coffey, Judy. rev. ed. *Home Economics I: Basic Core*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

C. Allen, Cliff. "About Getting A Job" and "After High School--What," *Practical Family Life*. Greenfield, Massachusetts: Channing L. Bete, Inc., 1977.

D. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work*. Bloomington, Illinois: McKnight Publishing Co., 1975.

E. Feingold, S. Norman, and Swerdloff, Sol. *Occupations and Careers*. St. Louis: Webster Div./McGraw-Hill Book Co., 1969.

IV. Additional references:

(NOTE: Only Oklahoma vocational teachers may order films from the State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers may purchase and/or rent materials froom the addresses listed.)

A. "Applying for a Job." Available from Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611.

B. "Getting a Job is a Job." Available from Dibie-Dash Productions, 4949 Hollywood Boulevard, Suite 217, Hollywood, California 90028.

C. "Your Job: Finding the Right One." Available from Coronet Films, Coronet Building, 63 East South Water Street, Chicago, Illinois 60601.

D. "Your Job: Applying for It." Available from Coronet Films, Coronet Building, 63 East South Water Street, Chicago, Illinois 60601.

E. "I Guess I Got the Job." Available from McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020.

F. Helsel, Bob and Threadgill, Peggy. *Critical Steps of Job Interviewing*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center and Adult Center for Vocational and Technical Education, 1978.

(NOTE: The Critical Steps of Job Interviewing program is designed to assist students in developing basic interviewing competencies. The 3 1/2-4 hour program includes programmed reading exercises, listen-respond exercises, and structured role plays. The administrator's kit includes instructor's manual, 16 mm film, and five cassettes packaged in a case. The program may be purchased from State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.)

JOB SUCCESS SKILLS
UNIT IV

INFORMATION SHEET

I. Terms and definitions

A. Work--Any kind of planned or responsible activity in which an individual engages with expectation of a return for efforts

B. Occupation (oc-cu-PA-tion)--Work that a person does to earn a living; vocation

C. Career--Progress of individual toward his/her work; may include variety of jobs/occupations

Example: Shampooist to hair dresser to salon manager

D. Ability--Power to do a task or skill

E. Goal--Objective you plan to achieve

F. Skill--Ability to do a job well

G. Value--Personal belief that tells a person what is desirable and worthwhile

(NOTE: Your values help you decide what is important and help you determine what choices to make in your everyday life.)

H. Value system--Process through which thoughts and ideas are used and become values or not used and discarded

I. Self-image--What you think about yourself

J. Positive self-image--Belief that your abilities and feelings are consistent with what you think of yourself; liking yourself

K. Self-awareness--Ability to recognize own values, ambitions, and goals

L. Interest--Activity a person enjoys doing

M. Aptitude (AP-ti-tude)--Natural tendency or ability to do a task or skill; quickness to learn or understand a particular function

II. Basic factors which influence job success

A. Technical knowledge

B. Human relations

Examples: Attitude, communication, personality, health and grooming, practice of work ethics

INFORMATION SHEET

III. Desirable employee characteristics

A. Dependability--Doing what one has said will be done and completing duties and assignments

Examples: Work regularly; be on time; take only the time allowed for lunch and breaks; do all of own work; follow instructions

B. Industry--Being hardworking

C. Enthusiasm--Being eager to help or to take part in some activity

Examples: Show pride in doing work; look alert; do more than your share when time permits

D. Initiative--Doing things without being told

Examples: Use slack moments or periods to learn more about the job; show an interest in learning and doing a good job

E. Honesty--Being truthful in all things

Examples: Give truthful information to employers, patrons, and/or co-workers; keep promises; avoid wasting time; do not take supplies home for personal use

F. Loyalty--Being able to keep confidences and avoid gossip about work matters

Examples: Avoid public criticisms of employer, supervisor, or co-workers; do not discuss wages or raises with other employees

G. Cooperation--Working in harmony with others

Examples: Observe rules and regulations; help others when possible; work well with co-workers, supervisor, and employer

H. Adaptability--Adjusting easily to new situations

Examples: Accept change(s) without complaint, resentment, or fear of personal threat; learn new procedures and service information

I. Courtesy--Being polite and acting with good manners

Examples: Show respect for co-workers, employer, and patrons; return promptly from lunch and breaks so co-workers can have their rest periods; speak pleasantly

INFORMATION SHEET

J. Patience--Taking time to do things right

Examples: Try to understand the needs and desires of others; control anger and frustration

(NOTE: Why is there never time to do a job right the first time, but there is always time to do a job over?)

K. Self-control--Being able to control one's temper and emotions

Examples: Accept criticism without feeling personally threatened; maintain poise and calm

L. Tact--Being able to say the right thing at the right time

Examples: Avoid correcting customers, clients, patrons, co-workers, and employers in a disagreeable way; learn to take care of complaints

IV. Ways to increase self-satisfaction in a career

A. Keep a learning attitude

B. Learn to be a winner on the job

Examples: Prepare for the next higher job; practice human relations skills; learn how and when to speak up; think before you speak

C. Get yourself together

Examples: Avoid becoming part of cliques; avoid reacting to unpleasant situations; have an emotional outlet; take your "emotional temperature"

D. Strive to improve and share

E. Participate in job-enrichment programs

V. Barriers to good communication

A. Bypassing--Result of people forgetting or overlooking that a single word or expression may have several meanings

(NOTE: Bypassing can be avoided by repeating the message/instructions, e.g., "I understand that. . . .")

B. Allness--Belief that what is said is absolute, complete, certain by the person who said the statement

(NOTE: The tone of allness is suggested by such words as *always, ever,* and *never.*)

INFORMATION SHEET

Examples: You *never* remember to. . .

You *always*. . .

Can't you *ever* remember. . .

C. Misuse of language--Problem resulting from labeling or name-calling and emotionally loaded words

D. Poor listening skills--Lack of ability to think about what is being said

VI. Reasons people lose jobs

A. Technical knowledge

(NOTE: Lack of or low ability to execute skills required in a particular job can account for loss of employment.)

B. Economic conditions

Examples: Depression; decline of opportunities due to exhaustion of natural resources (e.g. silver miners, panners for gold, oil field workers in a given area); change in technology (e.g. blacksmiths)

C. Human relations

Examples: Poor attitude, ill health, poor grooming habits

D. Low observance of or lack of dedication to work ethics

VII. How to improve listening skills

(NOTE: Good listening skills will improve human relations. By listening to others carefully, you silently tell them you care about what they have to say.)

A. Encourage others to talk

B. Use nonverbal actions to encourage the person who is talking

Examples: Look at the person who is talking; nod as you hear the meaning of what is being said; say "uh-huh" and "hmmm"

C. Take advantage of your fast-working mind by using the time to repeat and rephrase what the person has said

(NOTE: People can only speak about 125 words per minute. Your mind can process five times as much in the same time period.)

D. Ask the speaker to repeat what was said when your mind wanders

INFORMATION SHEET

E. DON'T INTERRUPT

(NOTE: Interrupting someone can cause hard feelings. You are not on a quiz show. Avoid blurting answers before the speaker has finished.)

F. Listen for feelings as well as for facts

(NOTE: By listening for feelings you will become more aware of your own emotions; hence, you can control them. Also, as you listen for both feelings and facts you gain a better understanding of the speaker's message.)

VIII. Characteristics of a good employee

(NOTE: The employer pays the salary and has a right to expect certain qualities in an employee.)

A. Cooperation

Examples: Helping other employees, if permissable, when your duties are completed; seeing things that need to be done and doing them without being told

B. Initiative

Example: Moving to additional duties which require more responsibility and more difficult skills

C. Honesty

Examples: Starting work on time; returning from breaks and lunch on time; being productive while at work; not leaving work a few minutes early; not taking shampoo, rinses, rollers, or any equipment for personal use; not stealing money and/or merchandise; not giving special favors or discounts to friends and relatives without the supervisor's approval; discouraging friends from being dishonest

D. Willingness to learn

(NOTE: Approaching a class and job with an open mind will make the tasks more interesting and shows a willingness to learn.)

E. Ability to follow directions

(NOTE: Listening and reading instructions will save time and effort.)

F. Neat appearance; good grooming

G. Smiling

INFORMATION SHEET

H. Not talking too much

(NOTE: This includes talking on the telephone.)

I. Politeness

Examples: Courteous; well-mannered; considerate conduct; saying "good morning" and "thank you;" escorting a patron to the operator, when possible, instead of just pointing or giving directions

J. Patience

K. Leaving personal problems at home

L. Punctuality

M. Good attendance

N. Dependability

(NOTE: Completing a task on schedule is a sign of maturity, perseverance, and responsibility.)

O. Enthusiasm

(NOTE: Acting excited and eager about your job will often cause everyone to get more work done quickly and easily.)

P. Accepting criticism well

(NOTE: It is impossible to do everything correctly all the time. Occasionally, everyone must accept criticism. Do not make excuses; look the supervisor in the face and try not to look hurt, sulky, or mad.)

Q. Loyalty

Examples: Keeping confidential matters, such as price margins and cost codes, to yourself; not participating in gossip and disputes; not criticizing the business to outsiders; being a good customer of your business's products and services where applicable

(NOTE: Discounts are sometimes available for employees. Your use and recommendation of the business's products and services is excellent promotion.)

R. Sense of humor

(NOTE: People who can laugh, especially when the joke is on them, will gain the acceptance of co-workers.)

INFORMATION SHEET

S. Positive attitude

(NOTE: Look for what is good and right about something or someone. Try not to always complain or focus on what is unpleasant. Avoid complaining and using words such as *can't, won't*, and *don't*. ACT happy and enthusiastic and you will BE happy and enthusiastic because actions occur before feelings. Do not permit co-workers or supervisors who have negative attitudes to trap you into their way of thinking.)

T. Lack of jealousy

U. Tactfulness

V. Dependability

W. Interest in the job

IX. Getting along with the supervisor or employer

(NOTE: A good supervisor corrects and makes suggestions when a student does something wrong or in a way that is not best for business.)

A. Accept the authority of the supervisor to have things done her/his way

B. Immediately ask the supervisor for more responsibilities when all assigned duties are completed

(NOTE: A recent survey conducted by the State Department of Vocational and Technical Education shows that 55 percent of students in training programs need to improve in this area.)

C. Do not give the appearance of flirting with anyone while on the job

D. Handle merchandise and supplies respectfully

(NOTE: These represent an investment in the business. Wasted merchandise and careless use of supplies and equipment quickly cut into profits.)

E. Do not pretend to know all about the business

(NOTE: Young, new employees who appear to think they know all there is to know are considered "smart-alecky" and may not last long on a job.)

F. Learn from all supervisors, both the good ones and those less skilled

Example: Some supervisors know how to give constructive criticism and some only give destructive criticism

INFORMATION SHEET

X. Getting along with co-workers

A. Know all co-workers by name

B. Introduce yourself to the other employees if the supervisor or another employee does not do so

C. Greet by name or at least smile at the other employees upon arriving for work

D. Say good-bye, nod your head, or wave to co-workers when leaving work for the day

E. Listen, ask questions, and thank the other employees who try to be helpful

F. Realize that new, young employees may not be able to get by with as much as older, trusted employees

XI. Getting along with patrons

(NOTE: Patrons may be called by some other name in your business, such as *clients* or *customers*. Nevertheless, all businesses have contact with someone who buys their products and/or services.)

A. Overcome shyness

B. Smile and greet each patron with whom you come in contact

C. Try to remember patron's name, likes, and dislikes

D. Approach patron promptly and with confidence and sincerity

E. Treat each patron as a guest; the patron is your reason for being in business

F. Help each patron with his/her individual needs

(NOTE: Patrons come to a business because they need the goods or services you provide. Sometimes they don't even know what their needs are and you must help define these needs first.)

G. Realize that there will be some difficult patrons

H. Be polite, tactful, and honest with patron

I. Do not argue with a patron

(NOTE: You can never win an argument with a patron; you may make your point but lose the patron permanently.)

INFORMATION SHEET

XII. Ways to handle problems with unpleasant persons

A. Wolf/flirt

(NOTE: The "ignoring" method will work in the majority of cases. If the advances become serious and frequent, more drastic action may need to be taken.)

1. Be casual

2. Fail to react

B. Grouch

1. Be pleasant and sympathetic, not taking the grumbling and griping personally

2. Realize that there may be many reasons for crankiness, such as home life, financial problems, and personal dissatisfaction

C. Bossy person

1. Avoid conflict with a person who is not your supervisor but who insists on giving you orders, until you can discuss the matter with your supervisor

2. Pay attention to details and follow directions as accurately as you can if your supervisor or a person who greatly influences your supervisor gives you instructions, criticism, or orders

D. Complainer

1. Avoid complaining as much as possible because it is contagious

2. Counteract complaints with cheerful, positive statements

E. Tattler--Refuse to listen to gossip by suddenly remembering something you have to do and politely but firmly dismissing yourself

XIII. Work rules

(NOTE: Work rules are usually more strict than those in school because a business is primarily involved in making money. Also, larger businesses generally have more rules and stricter rules than smaller businesses.)

A. Punctuality

1. Arrive five minutes early

(NOTE: Some companies using a time clock do not allow an employee to punch in early, but a good employee should arrive early even if he/she is not permitted to punch in.)

INFORMATION SHEET

2. Dress and gather implements and materials on your own time

3. Return from breaks on time

   (NOTE: Other people may be waiting for you to return or to complete a task so they may go on break.)

4. Run personal errands on own time

5. Do not be a clock watcher

6. Be willing to work a few minutes overtime

7. Do not rush or walk away from a patron because of break or dismissal time

B. Neat appearance and appropriate clothes for the job

1. Clean hands and nails are important

2. Dangling jewelry may be distracting and bothersome

3. Clothing fads, jeans, and t-shirts may not be appropriate dress in all cases

   (NOTE: Check with your employer on what is appropriate dress. It may be necessary to purchase special uniforms.)

4. Precautions should be taken against body and breath odor

5. Clean, styled hair is helpful in getting and keeping most good jobs

   (NOTE: The use of nets, caps, wigs, or hair spray may be required for some jobs for both sexes.)

6. As little makeup as possible is more appropriate for work

   a. Natural shades are better for work

   b. Heavy eye makeup is seldom appropriate for work

   c. Clear complexion is desirable

7. You are never completely dressed until you put on a smile

C. Visiting on the job

1. Personal telephone calls should be kept at a minimum

2. Friends and relatives must understand that they should not call or have lengthy personal visits during working hours

INFORMATION SHEET

D. Missing work

1. Have good attendance at both school and work for good references

   (NOTE: Some employment agencies report that many companies will not hire anyone who is absent as much as once a month regardless of the reason.)

2. Try not to miss work when you know there are a lot of tasks to be completed

3. Call the employer as early as possible when you must miss work due to illness

4. Do not miss work for school activities more than is absolutely necessary

5. Ask, do not tell, the supervisor when you need time off from work

6. Ask off work as early as possible and then remind the supervisor again several days before taking the time off

7. Thank the supervisor for letting you take time off from work

8. Be willing to come to work on short notice when necessary

E. Keeping busy

(NOTE: This helps prevent boredom on the job.)

1. Do not just stand around

   a. There are always things to be cleaned, straightened, stacked, or displayed

   b. Every job, regardless of how dirty or unattractive, is important

   c. Slack periods should be used to learn more about your job

2. Do not sit down on a job that can be done better standing up

3. Do not have to be told to do things

4. Work even when the supervisor is not around

   (NOTE: A recent survey shows that 66 percent of the students in training programs need improvement in this area.)

5. Stay with a task until it is finished

   (NOTE: Do not give up when it becomes difficult.)

6. Do not become upset if you must re-do a job

INFORMATION SHEET

F. Poise

1. Stay calm; work quickly and steadily without getting flustered when things go wrong or work piles up

2. Speak in a clear, distinct, refined voice; avoid slang, cursing, and improper English

3. Avoid giggling, a loud voice, or distracting, nervous gestures or habits

4. Do not talk about personal problems or complain about being tired or not feeling well

G. Personal management

1. Do not ask for advance pay

2. Budget your money

3. Pay bills promptly

XIV. Development of a positive self-image

A. Accept yourself

(NOTE: Accept yourself just as you are, here and now. If you want to become a better person, accept yourself first; then you can change.)

B. Recognize your strengths and weaknesses

(NOTE: Everyone has both personal strengths and weaknesses.)

C. Overcome your fears

JOB SUCCESS SKILLS
UNIT IV

ASSIGNMENT SHEET #1--DISCUSS WORK RULES

Read each of the following case study problems and decide which work rules have been violated, which rules have been kept, and how the problems could have been solved or avoided.

This assignment may be done by an individual or by small groups. The individual or a group leader should lead the class discussion on possible solutions. Share with the class any personal experiences or observations of broken work rules that have caused problems on a job.

(NOTE: The case studies can also be used for role playing a discussion between a supervisor and student.)

1. Roger Fads works for a manufacturer of building and home improvement supplies. Because he often must do heavy, dirty work, it is not necessary for him to wear dress clothes. Therefore, he usually wears his old jeans with the knees worn out and one of his t-shirts with the picture of a marijuana leaf or a wine bottle. What work rules apply in this situation?

2. Bobby Breaks works in a small jewelry store with only one other employee. As soon as Bobby arrives at work, the other employee can go on a break and then do some bookeeping duties which cannot be done until someone comes to help the customers.

   However, because Bobby has such little time between school and work he asked if he could also have a break. Bobby's mother now calls frequently to give him a short shopping list to fill during his break, and Bobby sometimes calls his mother to ask about borrowing the family car after work. What work rules are involved this situation?

ASSIGNMENT SHEET #1

3. Susan Shy is a timid girl who works in the ladies ready-to-wear department of a well-known chain of department stores. She is very good about assuming new responsibilities. For example, after she quickly finished marking a shipment of blouses she asked the head of the department to show her how to operate the ticket printing machine and how to figure the cost code. However, when it became time to display the blouses several of the plastic bags protecting the blouses were so badly wrinkled that they looked like old merchandise. Consequently, several of these blouses had to later be marked down in order to sell. What work rules are involved in this situation?

4. Martha Messy works in an exclusive women's boutique. The owner of the shop became outraged when Martha carelessly mixed shoe sizes when placing the shoes back in their boxes. Martha also returned a box of scarves to the wrong shelf and left a box of pantyhose laying on the counter. "I told you several times to handle the merchandise more carefully," the owner said sharply. Martha didn't know how to react. What work rules are involved in this situation?

ASSIGNMENT SHEET #1

5. Stanley Stand just got fired. His explanation is the following: "The boss seemed to have a good reason for cutting back on the number of employees at this time, but I think he really just doesn't like me. The boss mentioned once that I didn't seem interested in the job. Heck, I'm going to be a lawyer. I just want to work in a men's clothing store to get through eight years of college. I don't need to know how to do all that stuff in the store. Besides, the boss always got mad if I just stood around a minute. He and the other employees are always standing around talking to each other when there are not customers in the store. They expected me to do my work and their work too, especially if it was dirty work." Stanley does not seem to be aware of which work rules?

6. Cynthia Sit is a waitress at Delicious Steak Place. Toward the end of the day Cynthia is very tired, so she sits down in the booths while cleaning off the tables. She figures that she deserves a rest considering the low wages she is paid. What work rules are involved in this situation?

7. Peggy Pretty works in a fabric shop. Her employer had second thoughts about hiring Peggy because Peggy began to wear a lot more make-up. She also began to wear short dresses or low cut pants which were not practical for lifting and stooping. Peggy sometimes wore jeans to school but changed clothes when she got to work, which took about ten minutes of her work time. What work rules are involved in this situation?

ASSIGNMENT SHEET #1

8. Sticky-Fingers Sam had been observed using the office's postage stamps for personal letters. His employer ended up firing Sam. Was the employer justified in letting Sam go? Will Sam fully understand why he was dismissed without an understanding of the work rules?

9. Arnold Aftershave works in a nursing home. Several ill patients have complained that his cologne is too strong. Is Arnold's heavy use of cologne a violation of a basic work rule?

10. Beautiful Beulah works in a beauty salon. She is frequently late returning for lunch. Her patrons have often become angry and impatient. If you owned the beauty salon, what would you do to solve this problem?

JOB SUCCESS SKILLS
UNIT IV

ASSIGNMENT SHEET #2--INCREASE SELF-AWARENESS

Self-awareness can be called a prerequisite to personal development. To be able to make sound decisions about future direction, you must recognize your values, ambitions, and goals. Furthermore, you need to know your relationship to others and just how you fit into the scheme of life, whether at home, at school, or in the community.

The purpose of this assignment is to help you become more aware of yourself and your feelings. The following questions are to be answered quickly by writing down your first thoughts and not dwelling upon the questions for any period of time. Use your answers for later reference in class discussion.

1. What makes you sad? _____

   Happy? _____

2. If you could only save one personal item, what would it be? _____

   _____

3. At what time in history would you choose to live? _____

   _____

4. If you had any one place you could visit, where would it be? _____

   _____

5. What special talents would you like to have? _____

   _____

6. What quality would you add to your personality or character? _____

   _____

7. What quality would you like to get rid of? _____

   _____

8. What is your favorite pastime? _____

   _____

9. If you could spend one hour talking with anyone in the world, who would it be? _____

10. What is your favorite color? _____

ASSIGNMENT SHEET #2

11. What subject do you enjoy most in school? _____

12. What is your favorite holiday? _____

13. What food pleases your appetite most? _____

14. What flower do you like best? _____

15. What is your biggest problem or concern that you need to solve right now?

_____

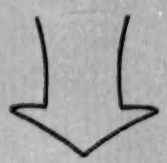
_____

PLEASE REALIZE THAT THE ABOVE QUESTIONS HAVE NO RIGHT OR WRONG ANSWERS. The most important thing is how fast and sure you are able to respond. Discuss and compare with classmates the difficulties encountered in answering, how it might be possible to become more aware of self, and what *self-awareness* means. Remember:

SELF-AWARENESS

SELF-ACCEPTANCE

POSITIVE SELF-IMAGE



SUCCESS

JOB SUCCESS SKILLS
UNIT IV

ASSIGNMENT SHEET #3-EVALUATE PERSONAL ABILITIES

Listed below are several areas of ability. Consider each ability individually and check the degree you believe you possess.

(NOTE: The more realistic and honest that you can be with yourself in completing this assignment sheet, the more helpful it can be. THERE ARE NO RIGHT or WRONG ANSWERS!)

Ability	Degree of Ability		
	Weak	Average	Strong
1. Physical			
a. Strength (lifting and lots of walking, stooping, reaching, or moving things)	_____	_____	_____
b. Coordination	_____	_____	_____
2. Manual (hand and finger dexterity; good at doing fine things with your hands)	_____	_____	_____
3. Mechanical (working with tools and mechanical objects; fixing things)	_____	_____	_____
4. Clerical (speed and accuracy with detail, numbers, names; keeping neat and accurate records)	_____	_____	_____
5. Executive (leadership)	_____	_____	_____
6. Social (ability of get along with others)	_____	_____	_____
7. Musical (dancing, playing a musical instrument)	_____	_____	_____
8. Artistic (painting, drawing, crafts, sculpting)	_____	_____	_____

Adapted from an activity developed by Lois Carlson, Lorraine S. Hansen, Mary K. Klaurens, and W. Wesley Tennyson. Self-Concept Exploration. St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1972.

ASSIGNMENT SHEET #3

Ability	Degree of Ability		
	Weak	Average	Strong
9. Mental			
a. Verbal-meaning (ability to understand ideas expressed in words)	____	____	____
b. Spatial (ability to think about objects in two or three dimensions)	____	____	____
c. Reasoning (ability to solve problems logically)	____	____	____
d. Numerical (ability to work with numbers accurately)	____	____	____
e. Word-fluency (ability to write and talk easily)	____	____	____
f. Memory (ability to recall past experiences)	____	____	____

Use the questions listed below to review your evaluation.

1. Which do you see as your strongest areas? Your weakest?

Strengths	Weaknesses

2. How might this affect your choice of a vocation?

3. Which abilities haven't you attempted to use?

ASSIGNMENT SHEET #3

4. Which abilities do you think are necessary for a vocation that interests you?

5. Which abilities/areas would you like to improve?

Self-accepting individuals know their strong points and weak points. If you are like most people, your list of weaknesses is longer than your list of strengths. Your list of weaknesses was also probably easier to write. Self-accepting people recognize their weaknesses but do not dwell upon them. Furthermore, successful people know their strong points and take advantage of them. This means they put their personal strengths to work for themselves!

JOB SUCCESS SKILLS
UNIT IV

ASSIGNMENT SHEET #4--CHART PERSONAL GOALS

Goals are actions we intend to do. There are two kinds of goals according to the time span in which you plan to achieve them. These are short-term and long-term goals.

A short-term goal could be set for a day, a week, or a month. Any objective you can accomplish in a year's time is called a short-term goal. An example of a short-term goal could be to get an A grade in this course.

Long-term goals take more time to achieve than short-term goals. Any objective that takes more than a year's time to accomplish is a long-term goal. An example of a long-term goal could be to obtain a cosmetology license. Another example could be to become an assistant salon manager in five years.

Short-term and long-term goals will help you get ahead in life and in a career.

You can do more and better things when you set goals. No company ever made a profit without goals. Businesses set goals for 5, 10, and even 15 years ahead. Each year and each month businesses set short-term goals to help reach long-term goals. Businesses do not leave the future to chance. Do you?

1. List three things you want to do next week from most important to least important.

   Goal 1: _____

   Goal 2: _____

   Goal 3: _____

2. Plan your week so that Goal 1, your first priority, gets the most amount of time, thought, and energy. Keep an hourly log of activities.

3. Do another log of activities for one week. Re-evaluate how you used your time. Did Goal 1 receive the most amount of time?

4. Recall the fable "The Tortoise and the Hare." With which of these characters do you identify?

5. Chart your goals using the "My Goals" chart included in this assignment sheet.

My Goals

Set your goals. Some of these may be tentative. Some may be definite. Continue to re-evaluate the amount of time, energy, and thought you give to achieving your goals.

Goals	School	Work	Interests and/or Hobbies	Others (home, social, etc.)
Short-Range Goals Today, this week, or this month				
Long-Range Goals Next semester				
Next year				
Two years				
Five years				
Ten years				

Think about these goals and how they fit together. Try to select the goal that seems most important to you right now and work it out in more detail on another sheet of paper. Set your priorities on short-range goals. Re-evaluate the amount of time you give to your most important goals.

JOB SUCCESS SKILLS
UNIT IV

ASSIGNMENT SHEET #5--PREPARE A RESUMÉ

Your resumé represents YOU on paper. This first impression may lead you to an interview . . . or to the infamous "circular file" (wastebasket). You may not get a second chance. A GOOD RESUMÉ SHOULD IMMEDIATELY GIVE PROSPECTIVE EMPLOYERS A BRIEF SUMMARY OF YOUR ACCOMPLISHMENTS, EDUCATIONAL BACKGROUND, WORK EXPERIENCE, SKILLS, AND JOB OBJECTIVE. In short, what you can do for them!!!

Write a resumé to be included with your letter of application. This resumé can also be used if you find yourself "pounding the pavement." Many people find it profitable to "pound the pavement," which means to go from business to business leaving a resumé and inquiring about possible job positions.

1. Inspect several resumé formats and choose one that best fits your needs or use the example on the following page as a guide.

2. Type your resumé on 8 1/2 x 11 inch white paper. Try not to exceed one page, but attempt to fill the page!

3. Use parallel construction to insure a consistent writing style.

4. Phrase concisely but avoid using abbreviations.

5. Spell correctly. Many employers will not consider persons who have resumés that include misspelled words.

6. Put your name prominently at the top in the center or upper right-hand corner. Beneath name, give full street address, city, state, zip code, telephone number with area code, and a number where messages can be accepted.

   (NOTE: If you are applying for jobs out of town, leave space to type local phone number, address, and dates available.)

7. Do not include birthplace, age, health, height, weight, sex, marital status, photo, salary, or reasons for leaving job. Avoid religious and political affiliations.

   (NOTE: The whole point of the resumé is to get employers interested to meet you in person. The above information may or may not come out in the interview. However, by not including this information there is little or no chance for discrimination on any basis.)

8. Describe your job objective or career goal briefly. Don't restrict yourself to a specific job unless you are experienced.

ASSIGNMENT SHEET #5

9. Describe your educational background, giving dates of enrollment, diploma or degrees received, and names of schools attended. Include grade average (if favorable) and major course of study. If you include school grades, be sure they are related to the jobs you have in mind.

   (NOTE: Applicants with less than one year of work experience should list education before work experience; with more than one year, put experience first. IN RESUMÉ WRITING, ACCENTUATE THE POSITIVE, ELIMINATE THE NEGATIVE. If pertinent, mention additional or graduate courses, scholarships, summer school.)

10. List your past employment, starting with the most recent job. Carefully examine all your jobs--including extracurricular activities. CONCENTRATE ON THE SKILLS: DON'T CATEGORIZE "summer jobs."

    (NOTE: The list should include the name of the company, your job title, and your major duties. The starting and termination dates for each job should be listed. Most employers ask during interviews why you left previous jobs. Try to be positive in stating your reasons for leaving a former job. Do not downgrade your previous employers.)

11. List skills useful to the job. Remember, you have to prove your value to the company, especially if you have little experience.

    (NOTE: Use active verbs to indicate the specific tasks you performed, e.g., initiated, directed, planned.)

    Examples: Type 50 words per minute

    Use cash register

12. Include the following information if it is relevant and if there is enough space: hobbies and interests, extracurricular activities, clubs, honors you have received

13. Ask at least three persons for recommendations; ask yourself the kind of recommendation they will give you.

    Examples: Business references, teachers, character references

    (NOTE: Avoid listing relatives unless you have actually worked for them on a salary basis. Include some method for prospective employer to acquire references.)

14. Write *confidential* at the top of the resumé and letter to alert the reader that you don't want your current employer to know you are looking for employment

    (NOTE: Try to give a telephone number where you can receive confidential calls.)

ASSIGNMENT SHEET #5

15. Have local printer retype your resumé and reproduce several copies. Request white bond paper.

(NOTE: Your resumé's physical appearance is VERY IMPORTANT. Avoid using ditto or carbon copies. Be sure to proofread the printer's work. Always bring extra copies to interview.)

ASSIGNMENT SHEET #5

CONFIDENTIAL

Terry McKracken

Address	Present	Permanent
	(Note: You may ask printer to leave space below for you to fill in address if you are moving.) 381 South 83rd Street Your town, Your state 311-7779	Route #3 Any town, Any state 391-235-4433

Job Objective Career in the field of cosmetology

Education Anytown High School, Any town, Any state 1975-1979

Progress Vo-Tech, Progressville, Your state 1979
Certificate: Cosmetology
Grade average: 3.5 on a 4.0 scale

Work Experience Murray's Fabric Store, Progressville, Your state. May 1978 to present. Employed as alterations assistant. Duties include recording customer orders, fitting garments to customers, altering ready-made clothing, planning displays, and operating cash register

Hot Hamburger Restaurant, Any town, Any state. September 1975 through May 1977. Employed as food handler. Duties included dressing and wrapping hamburgers, recording customer orders, operating cash register, and maintaining sanitation

Saint John's Church, Any town, Any state. Organist. Activities included planning weekly church music schedule, performing at Sunday church service, weddings, and funerals

Special Skills Hair cutting and shaping, hair styling, permanent waving, and hair coloring

School Activities High school band, journalism club, secretary of 12th grade, volleyball team

References References will be furnished upon request.

(NOTE: For this type of reference procedure be sure to have a completed list of names, addresses, and phone numbers of references in advance of interview.)

JOB SUCCESS SKILLS
UNIT IV

ASSIGNMENT SHEET #6-WRITE A COVER/APPLICATION LETTER

The cover/application letter is a sales technique to tell the employer how your abilities will be useful to the company. The letter should specify your qualifications while the resume' gives general background information.

Cut a help-wanted ad for a job from the classified ad section of the local paper. Write a cover/application letter to accompany the resume' you prepared in Assignment Sheet #5. Use the following information and the sample letter as a guide.

(NOTE: If you cannot type, it is recommended that you write or print NEATLY using blue or black ink.)

1. Form and appearance

   a. Type or write neatly

   b. Write on only one side of paper

   c. Avoid smudges and typographical errors

   d. Use 8 1/2" x 11" white bond paper, not personal or fancy paper

   e. Spell, capitalize, and punctuate correctly

   f. Put employer's full name, title, and address

   g. Include your full name and address with zip code on the letter

   h. Retain a copy

2. Information

   a. Write to a specific person

      (NOTE: Find out the name of the executive/personnel manager/employer you want to reach and the correct title. When in doubt, write to the top person who will refer your resumé to the right party. Use *To Whom It May Concern* if answering a blind ad.)

   b. Be brief; do not repeat information in the resume'

      1) State the position for which you are applying

      2) Avoid needless details

ASSIGNMENT SHEET #6

3) Cover all points requested in the advertisement in exactly the order in which they are asked

(NOTE: Some prospective employers make it a point of testing the applicant's ability to follow directions.)

c. State reason for interest in job

(NOTE: Employers look for people who look for future advancement opportunities rather than just a paycheck.)

d. Refer briefly to the main points in the attached resumé

e. Mention that persons listed on the resume have given their permission to serve as references

f. Request interview at employer's convenience

1) Tell where you can be reached

2) Enclose self-addressed envelope and resumé

3) Say you will phone next week

3. Be original in your approach

Examples:

Dear Employer:

My experience in business management would be of interest to you.

Dear Employer:

Have you wished you had an assistant who has experience in salon management? I might be the one.

Dear Employer:

____(teacher)_____ has informed me that you are in need of a person who can style hair and give haircuts without error. I believe that my experience and training in cosmetology has taught me to handle these tasks in an efficient and pleasant manner.

4. End the letter properly

(NOTE: *Sincerely yours* or *Very truly yours* is appropriate.)

5. Use permanent address for the return address and make sure to include the current date

ASSIGNMENT SHEET #6

6. Staple letter to resume as it may be circulated to several departments and otherwise become detached

7. Follow up and phone for an appointment a week later

8. Keep in touch regarding possible openings now and in the future

   The "job hunt" may take several weeks or even months! It's important to keep your contacts alive without being a nuisance!!!

9. Read the sample letters of application on the following pages

   a. What are examples of poor form in the first application letter?

   b. How did the second letter improve?

THERE IS NO "BEST TIME" TO LOOK FOR A JOB. THE "BEST TIME" IS WHEN YOU AND THE JOBS ARE AVAILABLE.

ASSIGNMENT SHEET #6

POOR LETTER OF APPLICATION

Mgo. Jane Doe
Happy Time Beauty Salon
Someplace, Oklahoma
74073

Dear Mgo. Doe

I am writing to ask about a job in your salon. I just completed the 12th grade where I took some ~~of~~ courses in cosmetology.

For awhile I worked at Hair School where I learned ~~a~~ many things about it.

I want to work in a ~~day~~ beauty salon. Hoping to hear from you soon

your friend,
Cindy Jones

ASSIGNMENT SHEET #6

GOOD LETTER OF APPLICATION

110 Lemon Avenue
Somewhere, Oklahoma 74074
February 15, 1979

Ms. Jane Doe, Manager
Happy Time Beauty Salon
Someplace, Oklahoma 74073

Dear Ms. Doe:

Please consider this letter an application for the position of manicurist with the Happy Time Beauty Salon.

In June I completed the 12th grade in Somewhere High School where I completed two years of vocational cosmetology. A record of my high school courses, grades, and previous work experience is included on the attached data sheet.

While enrolled in the cosmetology program, I received work experience with Mr. John Smith of Hair School in Somewhere. Mr. Smith has given me permission to list his name as a reference.

I enjoyed my work experience with Hair School and would like to continue in this line of work. I would appreciate the opportunity to come in and talk over this matter with you at your convenience. I may be reached at the above address or by telephone at 377-2000.

Sincerely yours,

Cynthia Jones

Cynthia Jones

Enclosure

JOB SUCCESS SKILLS
UNIT IV

ASSIGNMENT SHEET #7--COMPLETE EMPLOYMENT APPLICATION FORM

Complete the following application form using the guidelines below. Use information corresponding to the classified ad and to your letter of application. Use information about yourself from your resume.

(NOTE: Although each business uses its own form, general rules of preparation apply to any form.)

1. Be prepared
   a. Take pen and pencil with you
   b. Take copies of resume
2. Look over entire form before starting to write; do not hurry
3. Follow directions
   a. Note whether information is to be printed or handwritten
   b. Carry out all directions
4. Write clearly, neatly, and legibly
5. Answer briefly
6. Be honest
7. Answer all questions

   (NOTE: If questions do not apply to you, write *Not Applicable* or *NA* in the space to show that you did not overlook the question.)
8. Include complete information; use resume
9. Recheck application when finished
10. Avoid cross-outs and obvious erasure marks
11. Do not list any restrictions to the geographic area in which you would work unless you absolutely will not consider other geographic areas
12. Use the word *open* for questions about minimum salary since most employers pay standardized rates and will not negotiate

ASSIGNMENT SHEET #7

"THIS IS AN EQUAL OPPORTUNITY EMPLOYMENT BUSINESS. WE ARE DEDICATED TO A POLICY OF NON-DISCRIMINATION IN EMPLOYMENT ON ANY BASIS INCLUDING AGE, SEX, RELIGION, RACE, CREED, COLOR, NATIONAL ORIGIN, OR PHYSICAL DEFECTS."

COSMETOLOGY EMPLOYMENT APPLICATION

PERSONAL INFORMATION

DATE _____

NAME _____
Last First Middle

ADDRESS _____
Street City State Zip

Phone No. _____ Social Security Number _____

Referred By _____

BEAUTY SCHOOL(S) ATTENDED: _____

TYPE OF LICENSE(S) HELD: _____

SPECIAL TRAINING: (School, Seminars, etc.) _____

EMPLOYMENT INFORMATION

List below products, methods, or techniques you feel that you are qualified to render.

Permanent Wave - Chemical Relaxing	Haircuts (List Types or Techniques)	Wet Sets
Hair Color Products (Temp., Semi-perm, Perm)	**Air Waving (Quick Service)**	**Thermal Styling**

(CONTINUED ON OTHER SIDE)

170-A

Manicures (Sculpture etc.)	Conditioners (List Products)	Hair Removal

Other:

BUSINESS OR MANAGEMENT EXPERIENCE:

SUPPLY PURCHASING EXPERIENCE:

BOOKING EXPERIENCE:

CONTESTS OR COMPETITIONS ENTERED:

PREVIOUS EMPLOYMENT

Name	Date of Employment: From____ To____	Reason for Leaving
1.		
2.		
3.		

REFERENCES:

NAME	ADDRESS	PHONE NO.
1.		
2.		
3.		

SIGNATURE

JOB SUCCESS SKILLS
UNIT IV

ASSIGNMENT SHEET #8--PARTICIPATE IN A JOB INTERVIEW

Now that you are prepared for an interview, team up with another student in class. Assume the roles of interviewer and applicant and then switch so each of you gets to play both roles. Apply for the job you now have or for the one for which you wrote the letter of application. Let your other classmates evaluate your performance using the job interview evaluation form below. Role-play a job interview or use the sample interview included in this assignment sheet. Videotape the practice sessions if possible.

JOB INTERVIEW EVALUATION FORM

		YES	NO
Preparing for the Interview			
1.	Were you clean, well-groomed, and neat?	_____	_____
2.	Did you wear appropriate clothes and shoes for the type of job for which you are applying?	_____	_____
3.	Did you take an ink pen and resume with the information you may need about social security number, references, addresses, dates employed, and dates attended school?	_____	_____
4.	Did you go alone, not taking parents, children, or friends with you?	_____	_____
5.	Were you on time for the interview?	_____	_____
6.	Did you know the name and title of the interviewer?	_____	_____
7.	Did you know pertinent facts about the salon such as the name, kind of business, products and services, reasons you want to work there, how long salon has been in operation?	_____	_____
8.	When you met the receptionist did you smile, introduce yourself, state that you have an appointment, follow the receptionist's instructions, and wait patiently?	_____	_____

ASSIGNMENT SHEET #8

		YES	NO
Participating in the Interview			
9.	Did you enter with poise and greet the interviewer by name?	____	____
10.	Did you shake hands firmly if the interviewer offered his/her hand?	____	____
11.	Did you introduce yourself and state the purpose of the call?	____	____
12.	Did you seat yourself only at the interviewer's invitation?	____	____
13.	Did you show signs of nervousness?	____	____
	(NOTE: If you do not know where to put your hands, leave them on your lap and keep them still.)		
14.	Did you not smoke, chew gum, or place personal things on interviewer's desk?	____	____
15.	Did you look alert, interested, and enthusiastic?	____	____
	(NOTE: Sit slightly forward in the chair to give an alert appearance.)		
16.	Were you confident and courteous?	____	____
	(NOTE: Words such as *Mr., Miss, Mrs., Ms., please, thank you*, and *sir* never go out of style.)		
17.	Did you answer questions clearly and not interrupt?	____	____
Anticipating Questions and Volunteering Proper Information			
18.	Did you avoid just giving all yes and no answers?	____	____
19.	Did you avoid criticisms of former employees or competitors?	____	____

ASSIGNMENT SHEET #8

		YES	NO
20.	Did you avoid talking about personal problems?	____	____
	(NOTE: The interviewer must be interested more in what you can contribute to the business than what the business can do for you. Do not use a sob story about how desperate you are for a job.)		
21.	Did you show copies of your work if applicable?	____	____
22.	Did you state that you are willing to start at the beginning salary?	____	____
23.	Did you find a true, positive statement concerning your reasons for leaving previous jobs, even if you were fired?	____	____
	Examples: "I was laid off, but I learned from my mistakes."		
	"I left because they did not need as many employees during the slow season."		
24.	Did you try to mention your best qualities in relation to something concrete?	____	____
	Example: "I earned 75 percent of my expenses while going to school" is better than "I am a hard worker and want to get ahead"		
25.	Did you give the lead back to the interviewer, if you found yourself talking too long, by saying "Perhaps you have some other questions to ask me?"	____	____
26.	Were you prepared for personal questions about your home life and your parents' occupations?	____	____
27.	Did you avoid questions concerning politics or economics?	____	____

ASSIGNMENT SHEET #8

		YES	NO
28.	Did you answer questions about career objectives using specific terms about what you would like to do in the near future in that particular field without limiting your opportunities?	____	____
	Example: A position in sales or hair styling that will eventually lead to a management position. No locational preference		
29.	Did you look directly at the interviewer, smile, use correct English, and speak in clear moderate tones?	____	____
	(NOTE: Avoid swearing or using slang terms.)		
30.	Did you show an interest in the company by asking questions?	____	____
31.	Did you really try to sell yourself?	____	____
	(NOTE: Never refer to yourself as just average or fair. Always look for a positive response.)		
32.	Did you give the interviewer the opportunity to mention salary and fringe benefits?	____	____
33.	Did you remind the interviewer of the conversation topic if he/she is interrupted by a telephone call?	____	____

Closing the Interview

34.	Did you watch for signs that the interview was over, such as the interviewer shuffling papers and moving around in the chair?	____	____
35.	Did you ask, "May I say one thing more?" or "Would you be interested in . . .?" if the interview seemed to be ending before all important selling points had been made?	____	____
36.	Did you thank the interviewer for her/his time and leave promptly?	____	____

ASSIGNMENT SHEET #8

	YES	NO
Following Up the Interview		
37. Did you write a follow-up letter, call, or visit again to express interest in the job and appreciation for the opportunity to interview?	_____	_____

(NOTE: EVEN IF THE INTERVIEWER DOES NOT OFFER THE POSITION, YOU SHOULD LEARN FROM EVERY SITUATION AND TRY TO IMPROVE YOUR INTERVIEWING TECHNIQUES.)

ASSIGNMENT SHEET #8

SAMPLE JOB INTERVIEW

(NOTE: Two students may rehearse this script and read it in front of the class to show how an interview might be conducted.)

A = Applicant

I = Interviewer

A (Enters room, pauses, smiles, and approaches Ms. Jones with his hand extended to shake hands.) Hello, Ms. Jones. I'm Joe Hunter and I'm applying for the job which you advertised in Friday's *Daily Blunder*.

I Hello, Mr. Hunter. Won't you have a seat?

A Thank you. I have a resume' which may be helpful to you. (Hands Ms. Jones the resume' and sits down.)

I This is a very well-prepared data sheet. Well, Joe, tell me about yourself.

A I'm a senior at Podunk High School where I'm enrolled in cosmetology, which is a vocational training program. I'm interested in working in a business like yours after graduation. My older sister works in a similar business in Big City, and I think there are a lot of future opportunities in this field.

I Joe, have you had any work experience or are you currently working anywhere?

A Yes. I am working as a receptionist for Marty's Salon. I am responsible for keeping the desk area clean and well-stocked with retail items as well as making appointments for the customers. I have also done odd jobs for my relatives and neighbors.

I What do you think you have learned from your job at the salon?

A Probably the most important thing I have learned is how to deal with customers.

I What kind of person is your employer and how do you get along?

A My employer has several good qualities. He offers very good service to the customers, and we get along well.

I Why do you want to leave?

A I feel there would be more opportunity for me to develop the skills necessary to reach my occupational objective in a business such as yours.

I How did you get the job at the salon?

A A friend of mine who used to work there recommended me as her replacement.

ASSIGNMENT SHEET #8

I When would you be able to start and what hours could you work?

A I could start work as soon as I give my present employer two weeks notice. I will be able to work from 2:30 to 5:30 on weekdays and all day on weekends and holidays.

I In which school activities are you involved this year?

A I am a member of the student council, glee club, and VICA. I should know about any trips with these groups early enough to make arrangements with you and another employee so there will be no problems with missing work.

I Do you have any financial obligations, such as a car payment?

A No, ma'am.

I Have you ever had any difficulty with the police other than a traffic violation?

A No, ma'am.

I How much do you expect to earn?

A I understand from some of the other employees that a person may begin at the minimum wage and advance with time and experience.

I That's right. Here is a brochure explaining our pay scale and other benefits.

A Thank you.

I Thank you for talking with us. We will let you know about the job soon.

A (Stands) Thank you for your time, Ms. Jones. Have a good day. (Shakes hands and leaves.)

JOB SUCCESS SKILLS
UNIT IV

ASSIGNMENT SHEET #9--WRITE A FOLLOW-UP LETTER

1. Write a follow-up letter thanking the employer for the interview. Use any form you wish or follow the format of the sample follow-up letter on the next page.

2. Make sure your letter meets the following standards.

   a. Typed or written perfectly

   b. Clean, neat, and attractively arranged on the paper

   c. Free from spelling, punctuation, and grammatical errors

   d. Sent within a day or two after the interview

3. Include the following points in your follow-up letter.

   a. Expression of appreciation for interviewer's time and interest

   b. Summary of your qualifications and interest in that position

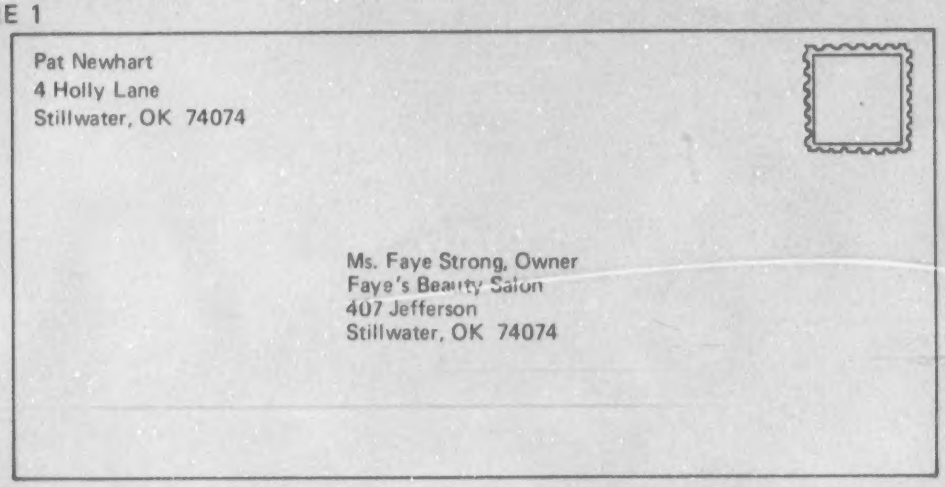
   c. Your name, address, and phone number (to make it easier for your employer to contact you)

4. Make this last bid for the job a prime example of your excellent work habits. Make the letter as clean, neat, and well-worded as you possibly can.

5. Address a legal size envelope (Figure 1).

   (NOTE: Be sure and type the address EXACTLY the same as the inside address of the letter.)

FIGURE 1

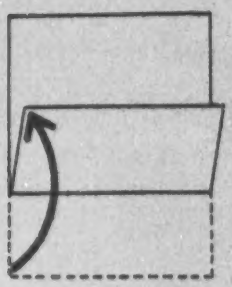


ASSIGNMENT SHEET #9

6. Fold letter

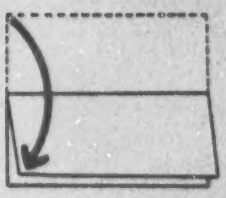
   a. Fold slightly less than one-third of the letter toward the top (Figure 2)

FIGURE 2



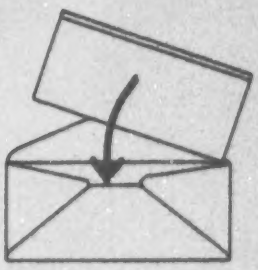
   b. Fold down the top of the letter to within 1 cm (1/2") of the bottom fold (Figure 3)

FIGURE 3



7. Insert the letter into the envelope with the last crease toward the bottom of the envelope (Figure 4)

FIGURE 4



ASSIGNMENT SHEET #9

SAMPLE FOLLOW-UP LETTER

4 Holly Lane
Stillwater, Oklahoma 74074
June 16, 1978

Ms. Faye Strong, Owner
Faye's Beauty Salon
407 Jefferson
Stillwater, Oklahoma 74074

Dear Ms. Strong:

Thank you for interviewing me for the hair stylist position in your salon. I feel that working for Faye's Beauty Salon would be enjoyable and that I could style hair as the position requires. I hope that I will have the opportunity to prove my worth.

The application form you gave me is enclosed.

I will be available for work September 5. You may call me at my home after 3:30. The number is 377-0457.

Sincerely yours,

Pat Newhart

Pat Newhart

Enclosure

JOB SUCCESS SKILLS
UNIT IV

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions.

_____a.	What you think about yourself	1. Career
_____b.	Objective you plan to achieve	2. Work
_____c.	Ability to recognize own values, ambitions, and goals	3. Occupation
_____d.	Natural tendency or ability to do a task or skill; quickness to learn or understand a particular function	4. Ability
_____e.	Power to do a task or skill	5. Goal
_____f.	Work that a person does to earn a living; vocation	6. Skill
_____g.	Belief that your abilities and feelings are consistent with what you think of yourself; liking yourself	7. Value
_____h.	Activity a person enjoys doing	8. Value system
_____i.	Progress of individual toward his/her work; may include variety of jobs/occupations	9. Self-image
_____j.	Ability to do a job well	10. Positive self-image
_____k.	Personal belief that tells a person what is desirable and worthwhile	11. Self-awareness
_____l.	Any kind of planned or responsible activity in which an individual engages with expectation of a return for efforts	12. Interest
_____m.	Process through which thoughts and ideas are used and become values or not used and discarded	13. Aptitude

2. Name the two basic factors which influence job success.

a. _____

b. _____

3. Match the desirable employee characteristics on the right to the correct definitions.

_____	a. Doing what one has said will be done and completing duties and assignments	1.	Tact
_____	b. Being hardworking	2.	Patience
_____	c. Being eager to help or to take part in some activity	3.	Adaptability
_____	d. Doing things without being told	4.	Courtesy
_____	e. Being truthful in all things	5.	Self-control
_____	f. Being able to keep confidences and avoid gossip about work matters	6.	Dependability
_____	g. Working in harmony with others	7.	Cooperation
_____	h. Adjusting easily to new situations	8.	Industry
_____	i. Being polite and acting with good manners	9.	Loyalty
_____	j. Taking time to do things right	10.	Enthusiasm
_____	k. Being able to control one's temper and emotions	11.	Honesty
_____	l. Being able to say the right thing at the right time	12.	Initiative

4. Discuss ways to increase self-satisfaction in a career.

_____

_____

_____

_____

5. Match the barriers to good communication on the right to the correct definitions/descriptions.

_____	a. Lack of ability to think about what is being said	1.	Bypassing
_____	b. Belief that what is said is absolute, complete, certain by the person who said the statement	2.	Allness
_____	c. Problem resulting from labeling or name-calling and emotionally loaded words	3.	Misuse of language
		4.	Poor listening skills

_____d. Result of people forgetting or overlooking that a single word or expression may have several meanings

6. List two reasons people lose jobs.

a. _____

b. _____

7. Select from the list below methods for improving listening skills.

_____a. Encourage others to listen

_____b. Take advantage of your fast-working mind by using the time to repeat and rephrase what the person has said

_____c. Do not ask the speaker to repeat what was said when your mind wanders

_____d. Listen for feelings as well as for facts

_____e. Don't interrupt

_____f. Use nonverbal actions to encourage the person who is talking

8. List eight characteristics of a good employee.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

9. Select from the list below ways a student can get along with the supervisor. Place an "X" in the correct blanks.

_____a. Do not assume new or more difficult responsibilities when your assigned duties are completed

_____b. Do not give the appearance of flirting with anyone while on the job

_____c. Handle merchandise and supplies respectfully

_____d. Show the supervisor that "there is nothing to it" when learning about the business

_____e. Impress the supervisor with your easier and better way of doing things

_____f. Learn from all supervisors, both the good ones and those less skilled

10. Select from the list below ways a student can get along with co-workers. Place an "X" in the correct blanks.

_____a. Know all co-workers by name

_____b. Greet by name or at least smile at the other employees upon arriving for work

_____c. Wait to be introduced to co-workers by the supervisor or another employee

_____d. Listen, ask questions, and thank the other employees who try to be helpful

11. Select from the list below ways a student can get along with patrons. Place an "X" in the correct blanks.

_____a. Overcome shyness

_____b. Smile and greet each patron with whom you come in contact

_____c. Try to remember patron's name, likes, and dislikes

_____d. Help each patron with his/her individual needs

_____e. Remember that patron is just an interruption of your work

_____f. Realize that there will be some difficult patrons

_____g. Ignore patron that is "just looking"

_____h. Argue with a patron to convince her/him that you have correct product information

12. Match the descriptions of unpleasant persons on the right to ways to handle problems with those persons. (Continued on next page)

_____a. Refuse to listen to gossip by suddenly remembering something you have to do and politely but firmly dismissing yourself

_____b. Avoid complaining as much as possible because it is contagious; counteract complaints with cheerful, positive statements

1. Grouch
2. Bossy person
3. Complainer
4. Tattler
5. Wolf/flirt

_____c. Be casual; fail to react

_____d. Be pleasant and sympathetic, not taking the grumbling and griping personally; realize that there may be many reasons for crankiness, such as home life, financial problems, and personal dissatisfaction

_____e. Avoid conflict with a person who is not your supervisor but who insists on giving you orders, until you can discuss the matter with your supervisor; pay attention to details and follow directions as accurately as you can if your supervisor or a person who influences your supervisor gives you instructions, criticism, or orders

13. State two work rules under each of the following categories.

a. Punctuality

1) _____

2) _____

b. Neat appearance and appropriate clothes for the job

1) _____

2) _____

c. Visiting on the job

1) _____

2) _____

d. Missing work

1) _____

2) _____

e. Keeping busy

1) _____

2) _____

f. Poise

1) _____

2) _____

g. Personal management

1) _____

2) _____

14. Discuss three ways to develop a more positive self-image.

a. _____

b. _____

c. _____

15. Increase self-awareness.

16. Evaluate personal abilities.

17. Chart personal goals.

18. Prepare a resumé.

19. Write a cover/application letter.

20. Complete an employment application form.

21. Participate in a job interview.

22. Write a follow-up letter.

(NOTE: If activities 15-22 have not been accomplished prior to the test, ask the instructor when they should be completed.)

JOB SUCCESS SKILLS
UNIT IV

ANSWERS TO TEST

1. a. 9 f. 3 k. 7
   b. 5 g. 10 l. 2
   c. 11 h. 12 m. 8
   d. 13 i. 1
   e. 4 j. 6

2. a. Technical knowledge
   b. Human relations

3. a. 6 e. 11 i. 4
   b. 8 f. 9 j. 2
   c. 10 g. 7 k. 5
   d. 12 h. 3 l. 1

4. Discussion should include:
   a. Keep a learning attitude
   b. Learn to be a winner on the job
   c. Get yourself together
   d. Strive to improve and share
   e. Participate in job-enrichment programs

5. a. 4 c. 3
   b. 2 d. 1

6. Any two of the following:
   a. Technical knowledge
   b. Economic conditions
   c. Human relations
   d. Low observance of or lack of dedication to work ethics

7. b, d, e, f

8. Any eight of the following:

   a. Cooperation
   b. Initiative
   c. Honesty
   d. Willingness to learn
   e. Ability to follow directions
   f. Neat appearance; good grooming
   g. Smiling
   h. Not talking too much
   i. Politeness
   j. Patience
   k. Leaving personal problems at home
   l. Punctuality
   m. Good attendance
   n. Dependability
   o. Enthusiasm
   p. Accepting criticism well
   q. Loyalty
   r. Sense of humor
   s. Positive attitude
   t. Lack of jealousy
   u. Tactfulness
   v. Dependability
   w. Interest in the job

9. b, c, f

10. a, b, d

11. a, b, c, d, f

12. a. 4

    b. 3

    c. 5

    d. 1

    e. 2

13. Any two of the following under each category:

    a. Punctuality

        1) Arrive five minutes early

        2) Dress and gather implements and materials on your own time

        3) Return from breaks on time

        4) Run personal errands on own time

        5) Do not be a clock watcher

        6) Be willing to work a few minutes overtime

        7) Do not rush or walk away from a patron because of break or dismissal time

    b. Neat appearance and appropriate clothes for the job

        1) Clean hands and nails are important

        2) Dangling jewelry may be distracting and bothersome

        3) Clothing fads, jeans, and t-shirts may not be appropriate dress in all cases

        4) Precautions should be taken against body and breath odor

        5) Clean, styled hair is helpful in getting and keeping most good jobs

        6) As little makeup as possible is more appropriate for work

            a) Natural shades are better for work

            b) Heavy eye makeup is seldom appropriate for work

            c) Clear complexion is desirable

        7) You are never completely dressed until you put on a smile

c. Visiting on the job

1) Personal telephone calls should be kept at a minimum

2) Friends and relatives must understand that they should not call or have lengthy personal visits during working hours

d. Missing work

1) Have good attendance at both school and work for good references

2) Try not to miss work when you know that there are a lot of tasks to be completed

3) Call the employer as early as possible when you must miss work due to illness

4) Do not miss work for school activities more than is absolutely necessary

5) Ask, do not tell, the supervisor when you need time off from work

6) Ask off work as early as possible and then remind the supervisor again several days before taking the time off

7) Thank the supervisor for letting you take time off from work

8) Be willing to come to work on short notice when necessary

e. Keeping busy

1) Do not just stand around

a) There are always things to be cleaned, straightened, stacked, or displayed

b) Every job, regardless of how dirty or unattractive, is important

c) Slack periods should be used to learn more about your job

2) Do not sit down on a job that can be done better standing up

3) Do not have to be told to do things

4) Work even when the supervisor is not around

5) Stay with a task until it is finished

6) Do not become upset if you must re-do a job

f. Poise

1) Stay calm; work quickly and steadily without getting flustered when things go wrong or work piles up

2) Speak in a clear, distinct, refined voice; avoid slang, cursing, and improper English

3) Avoid giggling, a loud voice, or distracting nervous gestures or habits

4) Do not talk about personal problems or complain about being tired or not feeling well

g. Personal management

1) Do not ask for advance pay

2) Budget your money

3) Pay bills promptly

14. Discussion should include:

a. Accept yourself

b. Recognize your strengths and weaknesses

b. Overcome your fears

15. Evaluated to satisfaction of instructor

16. Evaluated to satisfaction of instructor

17. Evaluated to satisfaction of instructor

18. Evaluated to satisfaction of instructor

19. Evaluated to satisfaction of instructor

20. Evaluated to satisfaction of instructor

21. Evaluated to satisfaction of instructor

22. Evaluated to satisfaction of instructor

INTRODUCTION TO VICA
UNIT V

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss the origin and organization of VICA at the local, state, and national levels. The student should also be able to list the VICA colors and the meaning of each, describe the requirements for official dress, and identify the parts of the VICA emblem. The student should be able to select from a list VICA competitive activities and discuss chapter awards. This knowledge will be evidenced by completion of the unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with VICA to the correct definitions.
2. Write a short paragraph about the origin of VICA.
3. Select from a list purposes of the VICA organization.
4. Match the divisions of VICA to the correct descriptions.
5. List the colors of VICA and their meanings.
6. Identify the parts of the VICA emblem.
7. State the meaning of each part of the VICA emblem.
8. Recite the VICA motto.
9. Recite the VICA pledge.
10. State the points of the VICA creed.
11. Describe the official dress for VICA members and the appropriate way to wear the uniform and jewelry.
12. Match chapter officers to their duties.
13. Name VICA publications.
14. List VICA conferences which students may attend.
15. List those competitive VICA activities which students may enter.
16. Discuss VICA awards given at district, state, and national levels.

17. Discuss the Vocational Initiative and Club Achievement Program.

18. Arrange in order the procedure for participation and promotion in the achievement program.

19. Select from a list other vocational student organizations.

20. Select from a list those things that make a good VICA chapter meeting.

21. Arrange in sequence the order of business.

22. List characteristics of a good chairman.

23. State the purpose for rapping the gavel once, twice, or three times.

24. Describe the proper way to introduce and second a main motion.

25. Match common motions to the correct definitions.

26. Describe the procedure for introducing guest speakers.

INTRODUCTION TO VICA
UNIT V

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information sheet.

C. Make transparency.

D. Discuss unit and specific objectives.

E. Discuss information sheet.

F. Have former VICA student give talk on activities in the organization.

G. Invite students from other chapters to present a program about VICA to your local club.

H. Discuss how VICA relates to job and personal goals.

I. Show film.

J. Plan fun social for all potential members and past members.

K. Discuss calendar of activities, contests, and responsibilities of a VICA member.

L. Display scrapbook and various VICA publications.

M. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency master: TM 1--VICA Emblem

D. Test

E. Answers to test

III. Unit reference--*Leadership Handbook for the Vocational Industrial Clubs of America.* Falls Church, Virginia: Vocational Industrial Clubs of America, Inc., 1970.

(NOTE: Oklahoma teachers can obtain state and national VICA handbooks from State VICA Director, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.)

IV. Films.

(NOTE: The following films are available from Vocational Industrial Clubs of America, Inc.; 105 N. Virginia Avenue; Falls Church, Virginia 22046.)

A. "Charles Kuralt Olympics."

B. "Skills Build America."

C. "VICA Going Places."

INTRODUCTION TO VICA
UNIT V

INFORMATION SHEET

I. Terms and definitions

A. VICA (Vocational Industrial Clubs of America)--Organization for students enrolled in trade, industrial, technical, and health education programs

B. State advisor--Person responsible for planning and coordinating VICA activities in the state

C. Voting delegate--Person who represents the chapter or state association in handling business and electing officers during the state and national conferences

D. AVA (American Vocational Association)--Organization made up of people from all areas of vocational and technical education

E. VICA, Inc.--Organization made up of trade and industrial state supervisors and representatives of industry and AVA

F. VICA Foundation--Organization established to provide funds for national scholarships, loans, and awards

G. National Advisory Council--Advisory committee for the board of directors made up of representatives from companies which contribute financial support to VICA

H. Vocational Industrial Club Advisory Council (VICAC)--Committee made up of local representatives from management, labor, and education

II. Origin of VICA

A. The need for trade and industrial training was met by the passage of the Smith-Hughes Act of 1917

B. Student organizations for developing leadership and promoting careers began to spring up under many different names

Examples: Future Craftsmen of America, T & I Clubs

(NOTE: The Future Craftsmen of America failed in its second year because it did not include labor and management.)

C. First national VICA conference was held in 1965 at Nashville, Tennessee, to organize VICA

(NOTE: Two hundred people, representing fourteen states, attended the conference.)

INFORMATION SHEET

D. First state-wide meeting was held in Oklahoma City in 1965

E. Oklahoma was one of twenty chartered state associations

(NOTE: One factor that has made VICA a strong and active organization is the leadership and financial support of labor and industry.)

III. Purposes of the VICA organization

A. To unite in a common bond all students enrolled in trade, industrial, technical, and health education

B. To develop leadership abilities through participation in educational, vocational, civic, recreational, and social activities

C. To foster a deep respect for the DIGNITY OF WORK

D. To assist students in establishing realistic vocational goals

E. To help students attain a purposeful life

F. To create enthusiasm for learning

G. To promote high standards in trade ethics, quality of work, scholarship, and safety

H. To develop the ability of students to plan together, organize, and carry out worthy activities and projects through use of the democratic process

I. To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their mutual interdependence

J. To create among students, faculty members, patrons of the school, and persons in business and labor a sincere interest in and esteem for trade, industrial, technical, and health education

K. To develop patriotism through a knowledge of our Nation's heritage and the practice of DEMOCRACY

IV. Divisions of VICA

A. Secondary--High school students enrolled in trade, industrial, technical, and health education programs

B. Post secondary--Full-time adult students enrolled in trade, industrial, technical, and health programs in technical institutes, area vocational schools, and colleges

INFORMATION SHEET

C. Collegiate--Students majoring in trade, industrial, technical, and health education and/or alumni enrolled in a university with a trade, industrial, technical, or health teacher education program

D. Alumni--Organization for former members of a VICA chapter

E. Professional--Organization of teachers, business people, parents, or other interested people who support trade and industrial education and VICA

(NOTE: Professional members pay dues as established by VICA but are ineligible to represent their state association in National VICA.)

V. Colors of VICA

A. Red and white represent the individual states and clubs

B. Blue represents the common union of the states and the clubs

C. Gold represents the individual, the most important element of the organization

VI. Parts of the VICA emblem (Transparency 1)

A. Orbital circles

B. Torch

C. Shield

D. Hands

E. Gear

F. VICA

VII. Meaning of each part of the VICA emblem (Transparency 1)

A. Orbital circles represent technology

B. Torch represents knowledge

C. Shield represents patriotism

D. Hands represents youth

E. Gear represents the industrial society

F. VICA represents Vocational Industrial Clubs of America

INFORMATION SHEET

VIII. VICA motto--Preparing for Leadership in the World of Work

IX. VICA pledge

UPON MY HONOR, I Pledge

To prepare myself by diligent study and ardent practice to become a worker whose services will be recognized as honorable by my employer and fellow workers

To base my expectations of reward upon the solid foundation of service

To honor and respect my vocation in such a way as to bring repute to myself

And further, to spare no effort in upholding the ideals of the Vocational Industrial Clubs of America

X. Points of the VICA creed

A. Dignity of work

B. American way of life

C. Education

D. Fair play

E. Satisfaction achieved by good work

F. High moral and spiritual standards

XI. Official dress for VICA members and the appropriate way to wear uniform and jewelry

A. Official VICA dress

1. Red VICA blazer

(NOTE: The VICA windbreaker and sweater are also considered official dress and may be worn in place of the blazer. However, in some national contests the blazer is considered the only official dress.)

2. White shirt or collarless blouse

3. Black tie (men)

4. Black trousers and socks (men)

5. Black skirt or slacks and clear seamless nylon hose (women)

6. Black or cordovan shoes

(NOTE: Member should not wear blazer, windbreaker, or sweater while smoking.)

INFORMATION SHEET

B. Membership pins and insignias (for blazers)

1. Two insignias or pins may be worn in addition to the emblem

2. One pin must be the official VICA membership pin worn on the left blazer lapel

3. One other recognition pin pertaining to VICA may be worn on the blazer lapel or above the left breast pocket

(NOTE: Consult the advisor's guide for the appropriate method of wearing the American VICA Degree or International Industrial Degree.)

XII. Chapter officers and duties

(NOTE: It is recommended that each chapter have at least the following eight officers. However, only seven officers can participate in the opening and closing contest of both the state and national levels.)

A. President

1. Presides over all meetings

2. Serves as an ex-officio member on all committees

(NOTE: The symbol of this office is a gavel.)

B. Vice-president

1. Assists president

2. Directs all committee work

3. Assumes responsibility for guest speakers and other chapter meeting programs

(NOTE: The symbol of this office is a torch.)

C. Secretary

1. Prepares agenda

2. Records attendance

3. Keeps minutes of all meetings

(NOTE: The symbol for this office is a quill.)

D. Treasurer--Keeps financial records

(NOTE: The symbol of this office is a key.)

INFORMATION SHEET

E. Historian--Keeps scrapbook and chapter-of-the-year entry

(NOTE: The symbol of this office is a scroll.)

F. Reporter

1. Reports chapter news to city's newspaper(s), radio and television stations, school papers, and national and state VICA publications

2. Is responsible for the chapter newsletters

(NOTE: The symbol for this office is a winged pen.)

G. Parliamentarian--Informs members on correct parliamentary procedure

(NOTE: The symbol for this office is a maze.)

H. Chaplain

1. Takes charge of religious exercises during meetings and banquets

2. Supports morale of members and promotes unity within the chapter

3. Fills in for any absent officer except the president

(NOTE: The symbol of this office is a cross.)

XIII. VICA publications

A. State VICA newsletter

(NOTE: This is a state newsletter usually published four times a year.)

Example: *OK VICA*

B. *VICA Magazine*

(NOTE: This is a national magazine published four times a year.)

XIV. VICA conferences

A. August leadership training seminar open to all VICA members

B. District leadership training seminar held in October for local chapter officers

C. State joint leadership development institute held in June for state officers of all vocational student organizations

INFORMATION SHEET

D. Regional leadership training conference for state and district officers

E. National leadership training conference held in October for state presidents

XV. Competitive activities in VICA

A. Local skill olympics

B. District skill olympics

C. State skill olympics

D. National skill olympics

E. International skill olympics

(NOTE: All skill olympics are comprised of leadership and occupational skill contests except for the international skill olympics which includes only occupational skills. Rules for these contests are found in *U.S. Skill Olympics Regulations*.)

XVI. VICA awards

A. District contests--Trophies, medals, participation certificates, and scholarships

B. States contests--Medallions, trophies, plaques, certificates, industry awards, and scholarships

C. National contests--Medallions, trophies, and industry awards

XVII. Vocational Initiative and Club Achievement Program--Program designed to provide recognition for successful performance of VICA members in their skill training programs and as leaders in the club

XVIII. Procedure for participation and promotion in the achievement program

A. Join local VICA club

B. Register in the achievement program by filling out an application and submitting it to the local Vocational Industrial Club Advisory Council (VICAC)

C. Begin your work

(NOTE: You may work towards the VICA Leader and Industrial Degree at the same time.)

INFORMATION SHEET

D. Ask for an evaluation appointment with the VICAC when you have completed the requirements for a particular classification(s)

(NOTE: This evaluation will determine if you have met all the requirements of the classification[s]. When the VICAC gives its approval, you may proceed to the next highest classification. You must be in a classification sixty days before becoming eligible for evaluation in the next classification.)

E. Hold each rank in succession

(NOTE: This does not prohibit your working toward completion of requirements in an advanced classification while holding a lower rank. For regulations in obtaining advanced degrees, refer to the official club achievement guide.)

XIX. Other vocational student organizations

A. FBLA (Future Business Leaders of America)

(NOTE: This is an organization primarily for students being trained in office skills such as typing, filing, and stenography.)

B. FHA (Future Homemakers of America)

(NOTE: This is an organization for students receiving training in skills such as commercial foods, child care, and sewing.)

C. FFA (Future Farmers of America)

(NOTE: This is an organization for students receiving training for careers such as agriculture, animal science, horticulture, agri-business, and welding.)

D. HOSA (Health Occupations Students of America)

(NOTE: This is an organization for students receiving training for health occupations careers.)

E. DECA (Distributive Education Clubs of America)

(NOTE: This is an organization for students receiving training for careers in the area of sales and distribution.)

F. AIASA--(American Industrial Arts Student Association)

(NOTE: This is an organization for students receiving instruction leading to career decisions and/or entry into career training primarily in trade and industrial fields. It was recognized by the AVA in 1976.)

INFORMATION SHEET

XX. Good VICA chapter meeting

A. Advance planning and practice by the executive committee

(NOTE: It is suggested that an agenda be prepared ahead of time.)

B. Arranging the seating plan so everyone can see the program

C. Proceeding according to order of business

D. Conducting business according to parliamentary procedure

E. Preparing written and oral committees', secretary's, and treasurer's reports

F. Beginning and ending on time

G. Moving along quickly to prevent boredom and wasted time

H. Expressing appreciation to guests for their attendance

I. Involving all members in at least one committee

J. Proceeding with minimum participation by the advisor(s)

K. Helping with any clean-up duties

XXI. Order of business

A. Meeting called to order

B. Special program of a serious nature

(NOTE: This could be a program such as the opening ceremony flag salute, VICA creed, or devotional.)

C. Meal (if a meal function)

D. Reading minutes of previous meeting and taking roll

E. Treasurer's report

F. Committee reports

G. Unfinished business

H. New business

I. Program

J. Announcements, introductions, or closing ceremony

INFORMATION SHEET

K. Adjournment

L. Refreshments and recreation

XXII. Characteristics of a good chairman

(NOTE: In 1975 the National Association of Parliamentarians adopted a resolution which stated that the terms *Mr. Chairman* and *Madame Chairman* refer to the person that is in the Chair and are not intended to be discriminatory.)

A. Be impartial

B. Inspire confidence in the members

C. Provide leadership

D. Ask if there are any additions or corrections to the minutes

E. Ask three times if there is any more discussion before voting, unless there is limited debate

F. Repeat motions and amendments exactly as they were stated before voting

XXIII. Purposes of gavel raps

A. Rapping once--To declare, close, or be seated

B. Rapping twice--To call to order

C. Rapping three times--To have everyone stand

XXIV. Proper way to introduce and second a main motion

A. Member rises and addresses presiding officer

Examples: "Mr. President" or "Madam President"

"Madam Chairman" or "Mr. Chairman"

(NOTE: In large groups, a member should give her/his name and chapter or town after addressing presiding officer.)

Example: "Madam President, Joe Good from Success Chapter".

B. Member is recognized by presiding officer

(NOTE: The presiding officer may recognize a person by his/her name or by official title such as "Mr. Reporter".)

INFORMATION SHEET

C. Member makes the motion

Example: "I move that---"

(NOTE: This is the only correct terminology to use in offering a proposal. A short explanation should precede the offering of a proposal.)

D. Another member seconds the motion

Example: "Mr. President, I second the motion."

(NOTE: A member may second a motion without rising or obtaining recognition.)

E. Presiding officer states the question

Example: "It is moved and seconded that---"

XXV. Common motions and their purposes

A. Adjourn--Close the meeting

(NOTE: This type of motion takes precedence over all other motions.)

B. Refer to committee--Have a committee do further work before presenting the proposal to the entire group

C. Lay on table--Postpone until a later date

(NOTE: The group must vote to remove matter from the table before further discussion.)

D. Point of order--Interrupt when someone is violating the proper procedures and rights of others

E. Previous question--Stop discussion on pending question or motion to secure an immediate vote

(NOTE: This motion requires a 2/3 vote of the members.)

F. Main motion--Present an item to the group for consideration

G. Amendment--Add, change, or omit something in a pending motion

H. Amend amendment--Add, change, or omit something in a pending amendment

I. Friendly amendment--Add, change, or omit something to a motion or amendment with the approval of the person making the motion or amendment

(NOTE: This motion does not require a vote.)

INFORMATION SHEET

J. Point of information--Interrupt to get additional information on a subject

K. Point of personal privilege--Ask the chair for the privilege to make a short point after discussion has ended

L. Suspend rules--Permit the chapter to do something that cannot be done without violating its standing rules

(NOTE: Suspending the rules requires 2/3 vote of the members.)

XXVI. Introduction of guest speakers

A. Greet guests ahead of time, make them feel comfortable, and gather any necessary information from the speaker

B. Give a brief resumé of the guest, saving the guest's name for last

C. Ask questions when the speaker gives the opportunity

D. Express sincere appreciation for speaker's time and trouble after the presentation is completed

E. Follow up with a thank-you note, gift, and/or honorarium

Symbols of the VICA Emblem

Orbital Circles Represent Technology

Torch Represents Knowledge

Shield Represents Patriotism

Hands Represent Youth

Gear Represents the Industrial Society

Vocational Industrial Clubs of America

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INTRODUCTION TO VICA
UNIT V

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions.

_____a. Organization for students enrolled in trade, industrial, technical, and health education programs	1.	VICA Foundation
_____b. Person responsible for planning and coordinating VICA activities in the state	2.	State advisor
_____c. Person who represents the chapter or state association in handling business and electing officers during the state and national conferences	3.	VICA (Vocational Industrial Clubs of America)
_____d. Organization made up of trade and industrial state supervisors and representatives of labor and AVA	4.	National Advisory Council
_____e. Organization established to provide funds for national scholarships, loans, and awards	5.	VICA, Inc.
_____f. Advisory committee for the board of directors made up of representatives from companies which contribute financial support to VICA	6.	Voting delegate
_____g. Advisory committee made up of local representatives from management, labor, and education	7.	Vocational Industrial Club Advisory Council (VICAC)
_____h. Organization made up of people from all areas of vocational and technical education	8.	AVA (American Vocational Association)

2. Write a short paragraph about the origin of VICA.

_____

_____

_____

_____

_____

3. Select from the following list purposes of the VICA organization by placing an "X" in the correct blanks.

_____a. To insure high grades in student's vocational class

_____b. To develop leadership abilities through participation in educational, vocational, civic, recreational, and social activities

_____c. To unite in a common bond all students enrolled in trade, industrial, technical, and health education

_____d. To foster a deep respect for the dignity of work

_____e. To enable students to participate in contests primarily

_____f. To promote high standards in trade ethics, quality of work, scholarship, and safety

_____g. To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their mutual interdependence

_____h. To help students attain a purposeful life

_____i. To create enthusiasm for learning

_____j. To develop an interest in school's social activities

_____k. To assist students in establishing realistic vocational goals

_____l. To develop patriotism through a knowledge of our Nation's heritage and the practice of democracy

_____m. To assist the vocational instructor in organizing class activities

4. Match the divisions of VICA on the right to the correct descriptions.

_____a. Full-time adult students enrolled in trade, industrial, technical, and health programs in technical institutes, area vocational schools, and colleges

_____b. High school students enrolled in trade, industrial, technical, and health education programs

_____c. Students majoring in trade, industrial, technical, and health education and/or alumni enrolled in a university with a trade, industrial, technical, or health teacher education program

1. Secondary
2. Collegiate
3. Professional
4. Post secondary
5. Alumni

_____d. Organization of teachers, business people, parents, or other interested people who support trade and industrial education and VICA

_____e. Organization for former members of a VICA chapter

5. List the colors of VICA and their meanings.

a. _____ represents _____

b. _____ represents _____

c. _____ represents _____

6. Identify the parts of the VICA emblem illustrated below by writing the correct names in the blanks provided.

7. State the meaning of each part of the VICA emblem.

a. _____ represents _____

b. _____ represents _____

c. _____ represents _____

d. _____ represents _____

e. _____ represents _____

f. _____ represents _____

8. Recite the VICA motto.

9. Recite the VICA pledge.

(NOTE: If activities 8 and 9 have not been accomplished prior to the test, ask the instructor when they should be completed.)

10. State the six points of the VICA creed.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

11. Describe the official dress for VICA members and the appropriate way to wear the uniform and jewelry.

a. Official VICA dress

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

B. Membership pins and insignias (for blazers)

1) _____

2) _____

3) _____

12. Match chapter officers to their correct duties.

_____a. Reports chapter news to city's newspaper(s), radio and television stations, school papers, and national and state VICA publications; is responsible for the chapter newsletters

_____b. Assists president; directs all committee work; assumes responsibility for guest speakers and other chapter meeting programs

_____c. Prepares agenda; records attendance; keeps minutes of all meetings

_____d. Informs members on correct parliamentary procedure

_____e. Keeps financial records

_____f. Keeps scrapbook and chapter-of-the year entry

_____g. Presides over all meetings; serves as an ex-officio member on all committees

_____h. Takes charge of religious exercises during meetings and banquets; supports morale of members and promotes unity within the chapter; fills in for any absent officer except the president

1. President
2. Reporter
3. Secretary
4. Vice-president
5. Chaplain
6. Historian
7. Parliamentarian
8. Treasurer

13. Name two VICA publications.

a. _____

b. _____

14. List five VICA conferences which students may attend.

a. _____

b. _____

c. _____

d. _____

e. _____

15. List five competitive VICA activities which a student may enter.

a. _____

b. _____

c. _____

d. _____

e. _____

16. Discuss in writing VICA awards given at district, state, and national levels.

a. District--_____

_____

b. State--_____

_____

c. National--_____

_____

17. Discuss in a short paragraph the Vocational Initiative and Club Achievement Program.

_____

_____

_____

_____

18. Arrange in order the procedure for participation and promotion in the achievement program by placing the appropriate numbers in the blanks.

_____a. Hold each rank in succession

_____b. Begin your work

_____c. Register in the achievement program by filling out an application and submitting it to the VICAC

_____d. Join local VICA club

_____e. Ask for evaluation appointment with the VICAC when you have completed the requirements for a particular classification(s)

19. Select from the following list the other vocational student organizations. Place an "X" in the correct blanks.

_____a. FTA

_____b. FBLA

_____c. 4-H

_____d. FFA

_____e. Junior Achievement

_____f. Scouts

_____g. DECA

_____h. FHA

_____i. HOSA

_____j. AIASA

20. Select from the following list those things that make a good VICA chapter meeting. Place an "X" in the correct blanks.

_____a. Advance planning and practice by the executive committee

_____b. Arranging the seating plan so everyone can see the program

_____c. Proceeding according to order of business

_____d. Conducting business according to parliamentary procedure

_____e. Preparing written and oral committees', secretary's, and treasurer's reports

_____f. Beginning and ending on time

_____g. Moving along quickly to prevent boredom and wasted time

_____h. Expressing appreciation to guests for their attendance

_____i. Involving all members in at least one committee

_____j. Proceeding with minimum participation by the advisor(s)

_____k. Helping with any clean-up duties

21. Arrange in sequence the following orders of business by writing a "1" before the first step, a "2" before the second, and so on.

_____a. New business

_____b. Treasurer's report

_____c. Announcements, introductions, or closing ceremony

_____d. Refreshments and recreation

_____e. Unfinished business

_____f. Program

_____g. Reading minutes of previous meeting and taking roll

_____h. Committee reports

_____i. Special program of a serious nature

_____j. Adjournment

_____k. Meeting called to order

_____l. Meal (if a meal function)

22. List three characteristics of a good chairman.

a. _____

b. _____

c. _____

23. State the purpose for rapping the gavel once, twice, or three times.

a. Rapping once--_____

b. Rapping twice--_____

c. Rapping three times--_____

24. Describe the proper way to introduce and second a main motion.

_____

_____

_____

_____

25. Match the common motions on the right to the correct definitions. Place the appropriate numbers in the blanks provided.

_____	a. Permit the chapter to do something that cannot be done without violating its standing rules	1.	Adjourn
_____	b. Interrupt to get additional information on a subject	2.	Lay on table
_____	c. Close the meeting	3.	Point of order
_____	d. Postpone until a later date	4.	Previous question
_____	e. Add, change, or omit something in a pending motion	5.	Amendment
_____	f. Add, change, or omit something to a motion or amendment with the approval of the person making the motion or amendment	6.	Amend amendment
_____	g. Have a committee do further work before presenting the proposal to the entire group	7.	Friendly amendment
_____	h. Interrupt when someone is violating the proper procedures and rights of others	8.	Suspend rules
_____	i. Stop discussion on pending question or motion to secure an immediate vote	9.	Point of information
_____	j. Add, change, or omit something in a pending amendment	10.	Point of personal privilege
_____	k. Ask the chair for the privilege to make a short point after discussion has ended	11.	Refer to committee
_____	l. Present an item to the group for consideration	12.	Main motion

26. Describe the procedure for introducing guest speakers.

_____

_____

_____

_____

_____

_____

INTRODUCTION TO VICA
UNIT V

ANSWERS TO TEST

1. a. 3
   b. 2
   c. 6
   d. 5
   e. 1
   f. 4
   g. 7
   h. 8

2. Paragraph should include:
   a. The need for trade and industrial training was met by the passage of the Smith-Hughes Act of 1917
   b. Student organizations for developing leadership and promoting careers began to spring up under many different names
   c. First national VICA conference was held in 1965 at Nashville, Tennessee, to organize VICA
   d. First state-wide meeting was held in Oklahoma City in 1965
   e. Oklahoma was one of twenty chartered state associations

3. b, c, d, f, g, h, i, k, l

4. a. 4
   b. 1
   c. 2
   d. 3
   e. 5

5. a. Red and white represent the individual states and clubs
   b. Blue represents the common union of the states and the clubs
   c. Gold represents the individual, the most important element of the organization

6. a. Orbital circles
   b. Torch
   c. Shield
   d. Hands
   e. Gear
   f. VICA
7. a. Orbital circles represent technology
   b. Torch represents knowledge
   c. Shield represents patriotism
   d. Hands represent youth
   e. Gear represents the industrial society
   f. VICA represents Vocational Industrial Clubs of America
8. Evaluated to satisfaction of instructor
9. Evaluated to satisfaction of instructor
10. a. Dignity of work
    b. American way of life
    c. Education
    d. Fair play
    e. Satisfaction achieved by good work
    f. High moral and spiritual standards
11. Description should include:
    a. Official VICA dress
       1. Red VICA blazer
       2. White shirt or collarless blouse
       3. Black tie (men)
       4. Black trousers and socks (men)
       5. Black skirt or slacks and clear seamless nylon hose (women)
       6. Black or cordovan shoes

b. Membership pins and insignias (for blazers)

1) Two insignias or pins may be worn in addition to the emblem

2) One pin must be the official VICA membership pin worn on the left blazer lapel

3) One other recognition pin pertaining to VICA may be worn on the blazer lapel or above the left breast pocket

12. a. 2

b. 4

c. 3

d. 7

e. 8

f. 6

g. 1

h. 5

13. a. State VICA newsletter

b. *VICA Magazine*

14. a. August leadership training seminar open to all VICA members

b. District leadership training seminar held in October for local chapter officers

c. State joint leadership development institute held in June for state officers of all vocational student organizations

d. Regional leadership training conference for state and district officers

e. National leadership training conference held in October for state presidents

15. a. Local skill olympics

b. District skill olympics

c. State skill olympics

d. National skill olympics

e. International skill olympics

16. a. District contests--Trophies, medals, participation certificates, and scholarships

    b. State contests--Medallions, trophies, plaques, certificates, industry awards, and scholarships

    c. National contests--Medallions, trophies, and industry awards

17. Discussion should include:

    The program is designed to provide recognition of successful performance of VICA members in their particular skill training programs and as leaders in the club

18. a. 5

    b. 3

    c. 2

    d. 1

    e. 4

19. b, d, g, h, i, j

20. a, b, c, d, e, f, g, h, i, j, k

21. a. 8

    b. 5

    c. 10

    d. 12

    e. 7

    f. 9

    g. 4

    h. 6

    i. 2

    j. 11

    k. 1

    l. 3

22. Any three of the following:

    a. Be impartial

    b. Inspire confidence in the members

    c. Provide leadership

    d. Ask if there are any additions or corrections to the minutes

    e. Ask three times if there is any more discussion before voting, unless there is limited debate

    f. Repeat motions and amendments exactly as they were stated before voting

23. a. Rapping once--To declare, close, or be seated

    b. Rapping twice--To call to order

    c. Rapping three times--To have everyone stand

24. Description should include:

    a. Member rises and addresses presiding officer

    b. Member is recognized by presiding officer

    c. Member makes the motion

    d. Another member seconds the motion

    e. Presiding officer states the question

25.

a.	8	g.	11
b.	9	h.	3
c.	1	i.	4
d.	2	j.	6
e.	5	k.	10
f.	7	l.	12

26. Description should include:

    a. Greet the guests ahead of time, make them feel comfortable, and gather any necessary information from the speaker

    b. Give a brief resumé, saving the guest's name for last

c. Ask questions when the speaker gives the opportunity

d. Express sincere appreciation for the speaker's time and trouble after the presentation is completed

e. Follow up with a thank-you note, gift, and/or honorarium

SCALP AND HAIR ANALYSIS
UNIT I

[redacted]

SECTION B
PROFESSIONAL PRACTICES
HAIR

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify scalp and hair disorders and prescribe proper treatments. The student should also be able to identify parts of the hair root area and their functions and analyze hair. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with scalp and hair analysis to the correct definitions.
2. Discuss the composition of hair.
3. Identify the layers of the hair shaft.
4. Identify parts of the hair root area.
5. Match parts of the hair root to the correct functions.
6. Match types of hair texture to their characteristics.
7. Distinguish between hair porosity and hair elasticity.
8. List sterilization and sanitation rules to observe during scalp and hair analysis.
9. Identify scalp disorders.
10. Match scalp disorders to the proper treatments.
11. Identify scalp diseases which should not be treated in a salon.
12. List conditions that affect hair growth.
13. Prescribe treatments for scalp and hair problems

SCALP AND HAIR ANALYSIS
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Make transparencies.

D. Introduce unit by explaining terminology provided on the information sheet.

(NOTE: Show examples when possible.)

E. Discuss information and assignment sheets.

F. Stress importance of recognizing diseases not treated in a salon.

G. Discuss case histories of scalp disorders and diseases.

H. Use microscope to analyze strands from student's hair.

I. Provide rules for "Match Game" and have student play game using scalp and hair analysis terms and definitions.

J. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Layers of the Hair Shaft
2. TM 2--Hair Root Area
3. TM 3--Follicles
4. TM 4--Scalp Disorders
5. TM 5--Scalp Disorders (Continued)
6. TM 6--Scalp Diseases Not Treated in a Salon

D. Assignment Sheet #1--Prescribe Treatments for Scalp and Hair Problems

E. Answers to assignment sheet

F. Test

G. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

B. *The Van Dean Manual: Professional Training for Beauticians.* rev. ed. Bronx, New York: Milady Publishing Corp., 1962.

C. Dalton, John W. *The Professional Cosmetologist.* St. Paul. Minnesota: West Publishing Co., 1976.

D. Kibbe, Constance V. *Standard Textbook of Cosmetology.* Bronx, New York: Milady Publishing Corp., 1972.

SCALP AND HAIR ANALYSIS
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Hair--Thread-like outgrowth of the skin

B. Trichology (tri-CHOL-o-gy)--Study of the hair and its diseases

C. Melanin (MEL-a-nin)--Coloring matter in hair and skin

D. Keratin (KER-a-tin)--Protein present in hair

E. Lanugo (la-NU-go)--Downy hair; lightly pigmented hair found on face and body

F. Hair shaft--That portion of the hair visible from the scalp

G. Cuticle (CU-ti-cle)--Outer protective layer of the hair shaft

(NOTE: Many scientists state that there can be more than one cuticle layer present on a strand.)

H. Cortex (COR-tex)--Second layer of the hair shaft that contains coloring matter

I. Medulla (me-DUL-la)--Innermost layer of hair shaft; not present in fine or very fine textured hair; may contain keratin in a softened form

J. Follicle (FOL-li-cle)--Long, slender depression in the skin encasing the hair root

(NOTE: Hair takes its shape from the shape of the follicle opening through which the hair reaches the skin surface. There is one follicle for every hair.)

K. Papilla (pa-PIL-la)--Small projection located under follicle that contains nerve and blood supply needed to form hair and keep it growing

L. Arrector pili (ar-REC-tor PI-li)--Muscle attached to follicle that contracts due to temperature change or fright, giving a goose-bump appearance to the skin and causing the hair to stand on end

M. Hair bulb--Structure that fits tightly over papilla and narrows as it reaches the skin surface

N. Epidermis (ep-i-DER-mis)--Outer layers of skin

INFORMATION SHEET

O. Dermis (DER-mis)--Second layer of skin located beneath the epidermis; also called the *true skin*

P. Sebaceous gland (se-BA-ceous gland)--Gland located near most hair follicles of the body which secretes a lubricating and bacteria-fighting substance called *sebum*

Q. Sebum (SE-bum)--Oily substance that helps fight bacteria, slows evaporation of moisture from the skin, and lubricates the hair and gives it luster

(NOTE: Some darker skins secrete less sebum than lighter skins.)

R. Hair root--That part of the hair located beneath the skin

S. Appendage (ap-PEN-dage)--Extension of a body organ

Example: Hair, nails, glands

T. Hair histology (his-TOL-o-gy)--Study of microscopic structure of the hair

U. Hypertrichosis (hy-per-tri-CHO-sis)--Hairy; superfluous hair; also known as *hirsuties*

V. Alopecia (al-o-PE-cia)--Baldness; may occur in several stages

Example: Alopecia areata is baldness in spots

W. Canities (pronounced ka-NISH-i-ez)--Gray hair

X. Capilli (ca-PIL-li)--Scalp hair

Y. Barba (BAR-ba)--Beard

Z. Cilia (CIL-i-a)--Eyelashes

AA. Pili (PI-li)--Prefix pertaining to hair

BB. Congenital (con-GEN-i-tal)--Condition present at birth

CC. Dandruff (DAN-druff)--Small, white scales present on scalp or hair

DD. Pityriasis (pit-y-RI-a-sis)--Technical term for dandruff

(NOTE: There are two forms of dandruff--pityriasis capitis, a dry type of dandruff, and pityriasis steatoides, a greasy type of dandruff.)

EE. Trichorrhexis nodosa (tri-chor-RHEX-is no-DO-sa)--Knotted hair; nodular enlargements throughout hair shaft

INFORMATION SHEET

FF. Monilethrix (mo-NIL-e-thrix)--Coarse, dry hair characterized by nodes or beads along the hair shaft

(NOTE: The hair usually breaks at node or bead area.)

GG. Trichoptilosis (tri-chop-ti-LO-sis)--Split ends of hair

HH. Fragilitas crinium (fra-GIL-i-tas CRI-ni-um)--Brittle hair

II. Anagen (AN-a-gen)--Growth cycle of hair

JJ. Sycosis vulgaris (SY-co-sis VUL-gar-is)--Inflammation of a hair follicle in the beard region

KK. Tinea capitis (TIN-e-a CAP-i-tis)--Ringworm infection; silvery white scales on the scalp

(CAUTION: Do not serve patrons with ringworm infections. Advise physician care.)

LL. Albinism (AL-bi-nism)--Lack of color pigment or melanin

MM. Hair density (DEN-si-ty)--Amount of hairs per square centimeter (per square inch) on the scalp

(NOTE: An average head may contain 774 square centimeters [120 square inches]. Natural blond hair is considered the most dense with an average of 140,000 hairs. Brown hair has an average of 110,000 hairs, black hair has an average of 108,000 hairs, and red hair has an average of 90,000 hairs.)

NN. Peptide linkage (PEP-tide LINK-age)--Bond under the scalp formed when amino acids become proteins during the hair growth cycle

(NOTE: These bonds give hair its shape and are broken and reformed during services performed on the hair.)

OO. Electrolysis (elec-TROL-y-sis)--Process of removing hair permanently using electricity

(CAUTION: Electrolysis should be performed by a licensed person only.)

PP. Cystine bond (CYS-tine bond)--Chemical bond of the hair that may be broken by using strong chemicals; also known as a *disulfide bond*

QQ. Amino acid (a-MI-no)--Organic substance that aids in forming protein

INFORMATION SHEET

RR. pH value (VAL-ue)--Potential hydrogen; acidity or alkalinity of a substance

(NOTE: Zero to six is acid, seven is neutral, and eight to fourteen is alkaline on the pH scale.)

SS. Alkaline (AL-ka-line)--Having a high pH value; opposite of acid

TT. Acid (AC-id)--Having a pH below seven; may neutralize alkaline

UU. Sterilize (STER-il-ize)--To make free from all germs

VV. Disinfectant (dis-in-FEC-tant)--Chemical used in sterilization

WW. Wet sanitizer (wet SAN-i-tiz-er)--Receptacle used to immerse combs and brushes completely in a disinfectant solution

XX. Dry sanitizer (dry SAN-i-tiz-er)--Airtight receptacle containing ultra-violet light to keep implements sanitized until used

YY. Tyrosine (ty-RO-sine)--Amino bond which can be broken and reformed chemically during hair coloring

II. Composition of hair

(NOTE: Hair is not found on the palms of the hands, soles of the feet, lips, or eyelids.)

A. Hair is composed of carbon, oxygen, nitrogen, hydrogen, and sulphur

B. The chief composition of hair is a protein-like substance called *keratin*

C. Healthy hair may be composed of as many as twenty amino acids

(NOTE: The two important amino acids in cold waving and relaxing and hair coloring are cystine and tyrosine. Amino acids chemically form protein in the hair. This reaction produces a linkage of cross-bonds called *peptides*. The polypeptide bonds are broken and reformed constantly during the roller setting procedure. The cystine bonds are broken and reformed chemically during cold waving.)

III. Layers of the hair shaft (Transparency 1)

A. Cuticle

(NOTE: The cuticle is the outer protective layer of the hair shaft.)

B. Cortex

(NOTE: The cortex is the second layer of the hair shaft containing the color pigment.)

INFORMATION SHEET

C. Medulla

(NOTE: The medulla is the innermost layer of the hair shaft. Some types of hair, such as lanugo, do not contain a medulla.)

IV. Hair root area (Transparency 2)

A. Follicle

B. Papilla

C. Hair bulb

D. Arrector pili muscle

E. Sebaceous gland

F. Root

G. Dermis

H. Epidermis

V. Hair root and its functions (Transparency 2)

A. Follicle--Determines size, shape, and direction of hair (Transparency 3)

(NOTE: There is one follicle for every hair.)

B. Papilla--Contains the blood supply needed to form hair and also contains nerves

(NOTE: If papilla does not function, hair will not grow.)

C. Hair bulb--Surrounds, protects, and nourishes the papilla

D. Arrector pili muscle--Contracts and causes the muscle to shorten and hair to stand on end

E. Sebaceous gland--Lubricates hair and gives it luster

VI. Types of hair texture

A. Coarse--Cuticle overlaps and deflects away from hair shaft

B. Medium--Average diameter with cuticle slightly deflecting from hair shaft

C. Fine--Usually does not contain a medulla

D. Wiry--Hard, glossy finish with cuticle laying flat against hair shaft

INFORMATION SHEET

VII. Porosity and elasticity

A. Porosity--Amount of liquid that the cuticle layers can absorb

(NOTE: The number of cuticle layers is in direct relationship with porosity. Porosity may be affected by alkalines and acids. If the cuticle scales are packed tightly against the cortex, the hair is considered nonporous.)

B. Elasticity--Hair's ability to stretch and contract without breaking

(NOTE: Dry hair with good elasticity can be stretched 20 percent of its own length. Wet hair having good elasticity may be stretched up to 50 percent of its own length. Good elasticity is important when giving services that require the hair to stretch and return to its original shape. Porous hair stretches more than resistant hair.)

VIII. Sterilization and sanitation rules

A. Wash hands before and after each patron

B. Sterilize combs and brushes after use on each patron, using the wet sanitizer method

C. Clean shampoo bowl with disinfectant after each patron

D. Use clean towel for each patron

E. Avoid touching patron's skin with shampoo cape

F. Use fresh neck strip for each patron

G. Do not place implements in pockets

H. Do not place implements in mouth

I. Place sterilized combs and brushes in dry sanitizer, or place in an airtight area until ready for use

IX. Scalp disorders (Transparencies 4 and 5)

A. Pityriasis

B. Alopecia

(NOTE: Baldness may occur in degrees and is due to the natural aging process and illness and may be hereditary.)

INFORMATION SHEET

C. Canities

(NOTE: Gray hair, the absence of pigment, may be due to aging or albinism. It may also be caused by worry or illness or may be inherited.)

D. Trichoptilosis

(NOTE. Split hair ends may be due to weather, alkaline products, or improper backcombing.)

E. Hypertrichosis

F. Trichorrhexis nodosa

G. Monilethrix

H. Fragilitas crinium

X. Scalp disorders and treatments

A. Pityriasis (dandruff)--Scalp conditioner, ultra-violet light, infra-red ray, and massage

(CAUTION: Always sterilize implements after servicing patron.)

B. Alopecia--Ultra-violet light, infra-red ray, massage, and high-frequency current

(NOTE Alopecia may be treated in the earliest stages.)

C. Canities--No treatment

(NOTE: This is usually a natural graying process.)

D. Trichoptilosis--Conditioners, heat cap, and cutting or shaping

(NOTE: Proper protection from weather, proper use of alkaline products, and proper backcombing may also be beneficial.)

E. Hypertrichosis--Shaving, waxing, tweezing, chemical depilatories, or electrolysis

(CAUTION: Electrolysis is a permanent process of hair removal and should only be done by a trained technician.)

F. Trichorrhexis nodosa--Conditioning treatments

(NOTE: Knotted hair is usually found to be dry and brittle.)

G. Monilethrix--Scalp and hair conditioning treatments

H. Fragilitas crinium--Scalp and hair conditioning treatments

INFORMATION SHEET

XI. Scalp diseases not treated in salon (Transparency 6)

(CAUTION: None of the scalp diseases listed below can be treated in a salon. The patron should be referred to a physician.)

A. Tinea capitis

B. Scabies

C. Pediculosis capitis

D. Sycosis vulgaris

XII. Conditions affecting hair growth

A. Climate and season of the year

(NOTE: Hair grows faster in warm weather than in cold.)

B. Hormones

(NOTE: Hormones increase hair growth.)

C. Nutrition

(NOTE: Nutrition affects general health which influences hair growth.)

Layers of the Hair Shaft

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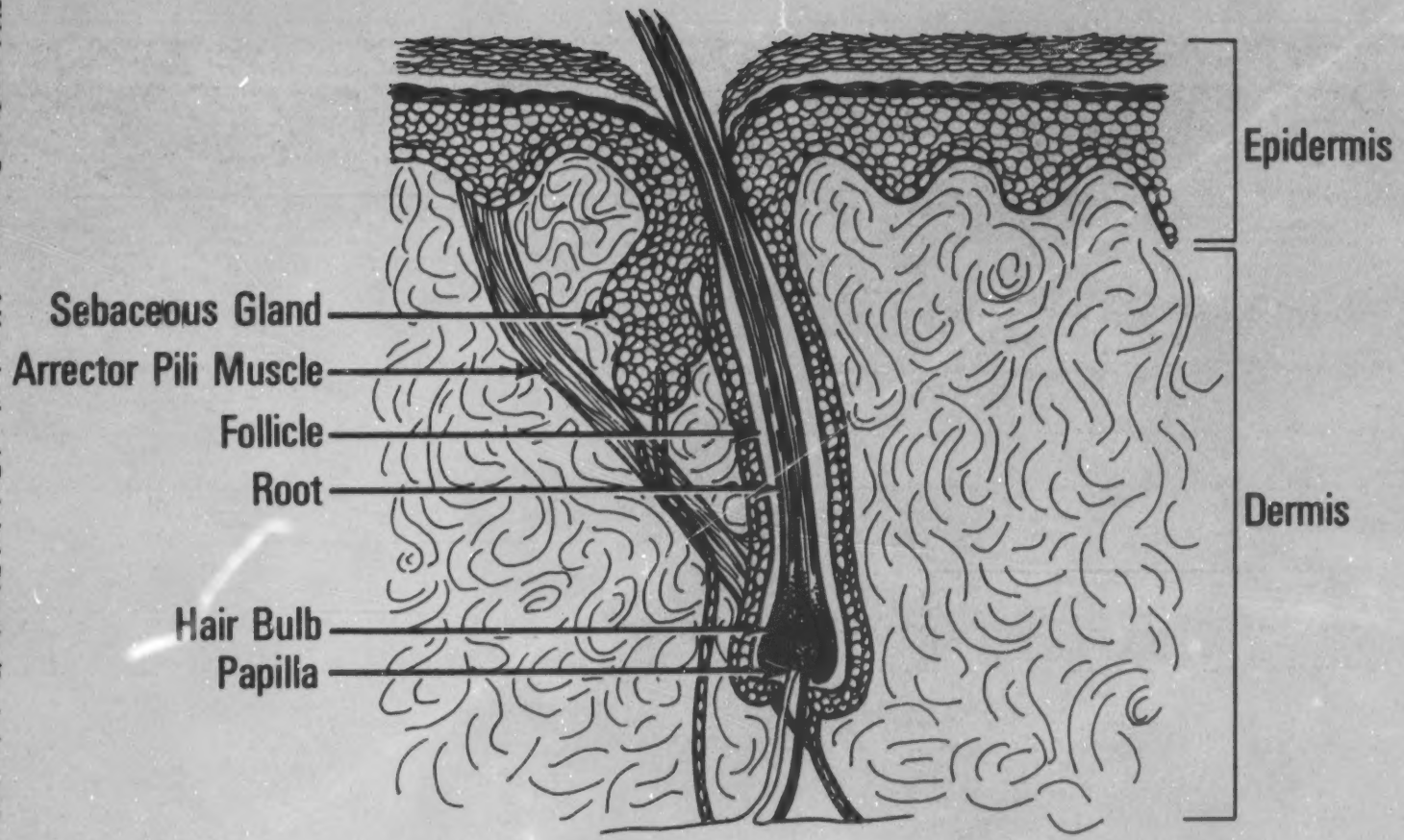
TM 1

Hair Root Area



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Follicles

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Scalp Disorders

Trichoptilosis
(Split Ends)

Monilethrix
(Beaded Hair)

Trichorrhexis Nodosa
(Knotted Hair)

Fragilitas Crinium
(Brittle Hair)

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Scalp Disorders

(Continued)

Canities (Gray Hair)

Alopecia (Baldness)

Pityriasis (Dandruff)

Hypertrichosis or Hirsuties
(Unwanted Hair)

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Scalp Diseases Not Treated in a Salon

Tinea Capitis (Ringworm)

Sycosis Vulgaris
(Inflamed Hair Follicle)

Scabies (Itch)

Pediculosis Capitis (Head Louse)

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SCALP AND HAIR ANALYSIS
UNIT I

ASSIGNMENT SHEET #1--PRESCRIBE TREATMENTS FOR SCALP AND HAIR PROBLEMS

Read the situations below and list the common and medical terms for each problem. Prescribe the proper treatments.

1. A patron comes into the shop. You greet the patron and ask if you may help. The patron says, "My scalp has a problem." You then ask the patron to describe the problem. The patron tells you that it itches. After the patron describes the problem exactly, you seat and drape the patron at the work station. While brushing the hair to remove any tangles, you begin to check the scalp and find the presence of small, white scales tightly packed on the scalp and falling loosely through the hair shaft.

   a. State the common and medical terms for the problem.

      Common--_____

      Medical--_____

   b. Prescribe the proper treatments.

      _____

      _____

      _____

      _____

2. While brushing a patron's hair before the shampoo, you notice that there are several small, oval patches of hair missing from the patron's scalp. You tactfully mention this and the patron says, "I have been losing more hair than normal lately." You ask the patron if there has been any itching or any other symptom, and the patron replies, "No." Upon further examination, you find that the patches are smooth and have no scales. You tell the patron that the problem may be treated in its early stage.

   a. State the common and medical terms for the problem.

      Common--_____

      Medical--_____

ASSIGNMENT SHEET #1

b. Prescribe the proper treatments.

_____

_____

_____

_____

3. List three scalp diseases that should not be treated in the beauty salon.

a. _____

b. _____

c. _____

SCALP AND HAIR ANALYSIS
UNIT I

ANSWERS TO ASSIGNMENT SHEET

1. a. Common--Dandruff

   Medical--Pityriasis

   b. Scalp conditioner

   Ultra-violet light

   Infra-red ray

   Massage

2. a. Common--Baldness

   Medical--Alopecia (alopecia areata)

   b. Ultra-violet light

   Infra-red ray

   Massage

   High frequency current

3. Any three of the following:

   a. Tinea capitis

   b. Scabies

   c. Pediculosis capitis

   d. Sycosis vulgaris

SCALP AND HAIR ANALYSIS
UNIT I

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions. (Answers to "a" through "m" are on this page.)

_____a. Thread-like outgrowth of the skin

_____b. Study of the hair and its diseases

_____c. Coloring matter in hair and skin

_____d. Protein present in hair

_____e. Downy hair; lightly pigmented hair found on face and body

_____f. Outer protective layer of the hair shaft

_____g. Second layer of the hair shaft that contains coloring matter

_____h. Innermost layer of hair shaft; not present in fine or very fine textured hair; may contain keratin in a softened form

_____i. That portion of the hair visible from the scalp

_____j. Long, slender depression in the skin encasing the hair root

_____k. Small projection located under follicle that contains nerve and blood supply needed to form hair and keep it growing

_____l. Muscle attached to follicle that contracts due to temperature change or fright, giving a goose-bump appearance to the skin and causing the hair to stand on end

_____m. Structure that fits tightly over papilla and narrows as it reaches the skin surface

1. Papilla
2. Cortex
3. Arrector pili
4. Follicle
5. Medulla
6. Hair
7. Hair shaft
8. Cuticle
9. Melanin
10. Trichology
11. Keratin
12. Lanugo
13. Hair bulb

(Answers to "n" through "ee" are on this page.)

_____n. Outer layers of skin

_____o. Gland located near most hair follicles of the body which secretes a lubricating and bacteria-fighting substance called *sebum*

_____p. That part of the hair located beneath the skin

_____q. Extension of a body organ

_____r. Study of microscopic structure of the hair

_____s. Oily substance that helps fight bacteria, slows evaporation of moisture from the skin, and lubricates the hair and gives it luster

_____t. Hairy; superfluous hair; also known as *hirsuties*

_____u. Baldness; may occur in several stages

_____v. Gray hair

_____w. Scalp hair

_____x. Beard

_____y. Eyelashes

_____z. Prefix pertaining to hair

____aa. Condition present at birth

____bb. Technical term for dandruff

____cc. Small, white scales present on scalp or hair

____dd. Knotted hair; nodular enlargements throughout hair shaft

____ee. Coarse, dry hair characterized by nodes or beads along the hair shaft

14. Hair histology
15. Pityriasis
16. Canities
17. Barba
18. Pili
19. Sebaceous gland
20. Hypertrichosis
21. Congenital
22. Alopecia
23. Appendage
24. Cilia
25. Epidermis
26. Hair root
27. Sebum
28. Capilli
29. Trichorrhexis nodosa
30. Monilethrix
31. Dandruff

____ff. Split ends of hair

____gg. Brittle hair

____hh. Growth cycle of hair

____ii. Inflammation of a hair follicle in the beard region

____jj. Ringworm infection; silvery white scales on the scalp

____kk. Lack of color pigment or melanin

____ll. Amount of hairs per square centimeter (per square inch) on the scalp

____mm. Bond under the scalp formed when amino acids become proteins during the hair growth cycle

____nn. Process of removing hair permanently using electricity

____oo. Chemical bond of the hair that may be broken by using strong chemicals; also known as a *disulfide bond*

____pp. Organic substance that aids in forming protein

____qq. Having a high pH value; opposite of acid

____rr. Potential hydrogen; acidity or alkalinity of a substance

____ss. To make free from all germs

____tt. Chemical used in sterilization

____uu. Receptacle used to immerse combs and brushes completely in a disinfectant solution

____vv. Airtight receptacle containing ultra-violet light to keep implements sanitized until used

____ww. Amino bond which can be broken and reformed chemically during hair coloring

____xx. Having a pH below seven; may neutralize alkaline

____yy. Second layer of skin located beneath the epidermis; also called the *true skin*

32. Trichoptilosis

33. Anagen

34. Fragilitas crinium

35. Tinea capitis

36. Disinfectant

37. Albinism

38. Sycosis vulgaris

39. Hair density

40. Peptide linkage

41. Alkaline

42. Electrolysis

43. Tyrosine

44. Dry sanitizer

45. pH value

46. Cystine bond

47. Sterilize

48. Amino acid

49. Wet sanitizer

50. Acid

51. Dermis

2. Discuss in writing the composition of hair.

_____

_____

_____

_____

_____

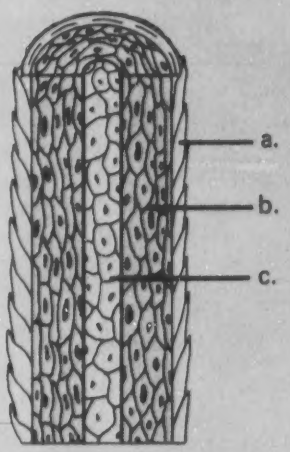
_____

3. Identify the layers of the hair shaft in the illustration below.

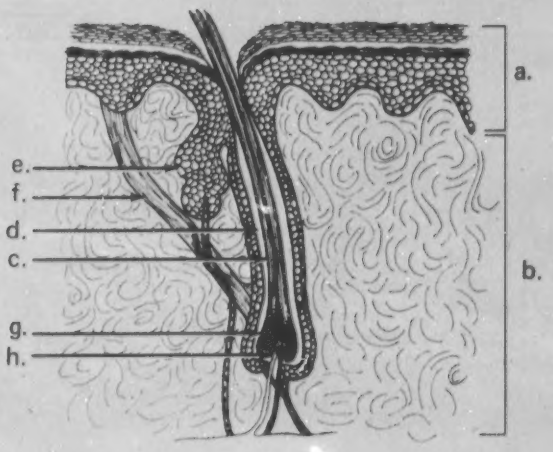
a. _____

b. _____

c. _____



4. Identify the parts of the hair root area in the illustration below.



5. Match the parts of the hair root on the right to their correct functions.

_____	a. Determines size, shape, and direction of hair	1.	Hair bulb
_____	b. Contains the blood supply needed to form hair and also contains nerves	2.	Follicle
_____	c. Surrounds, protects, and nourishes the papilla	3.	Sebaceous gland
_____	d. Contracts and causes the muscle to shorten and hair to stand on end	4.	Papilla
_____	e. Lubricates hair and gives it luster	5.	Arrector pili muscle

6. Match the types of hair texture on the right to the correct characteristics.

_____	a. Cuticle overlaps and deflects away from hair shaft	1.	Fine
_____	b. Average diameter with cuticle slightly deflecting from hair shaft	2.	Wiry
_____	c. Usually does not contain a medulla	3.	Coarse
_____	d. Hard, glossy finish with cuticle laying flat against hair shaft	4.	Medium

7. Distinguish between hair porosity and hair elasticity by writing an "E" before the definition of hair elasticity.

_____a. Hair's ability to stretch and contract without breaking

_____b. Amount of liquid that the cuticle layers can absorb

8. List nine sterilization and sanitation rules to observe during scalp and hair analysis.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

9. Identify the scalp disorders illustrated below by placing the number of the disorder in the blank next to its correct name.

_____a. Pityriasis

_____b. Alopecia

_____c. Canities

_____d. Fragilitas crinium

_____e. Trichoptilosis

_____f. Hypertrichosis

_____g. Trichorrhexis nodosa

_____h. Monilethrix

1.

2.

3.

4.

5.

6.

7.

8.

10. Match the scalp disorders on the right to the proper treatments. (Some blanks may have more than one answer.)

_____	a. Scalp conditioner, ultra-violet light, infra-red ray, and massage	1.	Canities
_____	b. Ultra-violet light, infra-red ray, massage, and high-frequency current	2.	Monilethrix
_____	c. No treatment	3.	Pityriasis (dandruff)
_____	d. Conditioners, heat cap, and cutting or shaping	4.	Fragilitas crinium
_____	e. Shaving, waxing, tweezing, chemical depilatories, or electrolysis	5.	Trichoptilosis
_____	f. Conditioning treatments	6.	Alopecia
_____	g. Scalp and hair conditioning treatments	7.	Trichorrhexis nodosa
		8.	Hypertrichosis

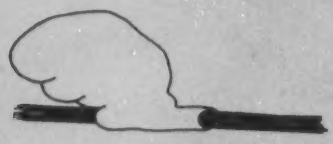
11. Identify the scalp diseases in the following illustrations by placing the number of the illustration in the blank next to its correct name.

_____a. Tinea capitis

_____b. Scabies

_____c. Pediculosis capitis

_____d. Sycosis vulgaris



1.

2.

3.

4.

12. List three conditions that affect hair growth.

a. _____

b. _____

c. _____

13. Prescribe treatments for scalp and hair problems.

(NOTE: If this activity has not been accomplished prior to the test, ask the instructor when it should be completed.)

SCALP AND HAIR ANALYSIS
UNIT I

ANSWERS TO TEST

1.

a.	6	r.	14	ii.	38
b.	10	s.	27	jj.	35
c.	9	t.	20	kk.	37
d.	11	u.	22	ll.	39
e.	12	v.	16	mm.	40
f.	8	w.	28	nn.	42
g.	2	x.	17	oo.	46
h.	5	y.	24	pp.	48
i.	7	z.	18	qq.	41
j.	4	aa.	21	rr.	45
k.	1	bb.	15	ss.	47
l.	3	cc.	31	tt.	36
m.	13	dd.	29	uu.	49
n.	25	ee.	30	vv.	44
o.	19	ff.	32	ww.	43
p.	26	gg.	34	xx.	50
q.	23	hh.	33	yy.	51

2. Discussion should include:

   a. Hair is composed of carbon, oxygen, nitrogen, hydrogen, and sulphur

   b. The chief composition of hair is a protein-like substance called *keratin*

   c. Healthy hair may be composed of as many as twenty amino acids

3. a. Cuticle

   b. Cortex

   c. Medulla

4. a. Epidermis
   b. Dermis
   c. Root
   d. Follicle
   e. Sebaceous gland
   f. Arrector pili muscle
   g. Hair bulb
   h. Papilla

5. a. 2
   b. 4
   c. 1
   d. 5
   e. 3

6. a. 3
   b. 4
   c. 1
   d. 2

7. a

8. a. Wash hands before and after each patron
   b. Sterilize combs and brushes after use on each patron, using the wet sanitizer method
   c. Clean shampoo bowl with disinfectant after each patron
   d. Use clean towel for each patron
   e. Avoid touching patron's skin with shampoo cape
   f. Use fresh neck strip for each patron
   g. Do not place implements in pockets
   h. Do not place implements in mouth
   i. Place sterilized combs and brushes in dry sanitizer, or place in an airtight area until ready for use

9. a. 7
   b. 5
   c. 1
   d. 4
   e. 3
   f. 8
   g. 6
   h. 2

10. a. 3
    b. 6
    c. 1
    d. 5
    e. 8
    f. 7
    g. 2, 4

11. a. 4
    b. 1
    c. 2
    d. 3

12. a. Climate and season of the year
    b. Hormones
    c. Nutrition

13. Evaluated to satisfaction of instructor

BRUSHING AND SCALP TREATMENTS
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to drape the patron, brush hair, and give scalp manipulations for scalp treatment. The student should also be able to identify scalp problems and prescribe and apply treatments. This knowledge will be evidenced by completion of assignment sheets, job sheets, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with brushing and scalp treatment to the correct definitions.
2. Select from a list types of scalp treatments.
3. Identify scalp conditions that can be treated by a cosmetologist.
4. Match scalp problems to the necessary treatments.
5. Identify equipment needed for scalp treatments.
6. Select from a list general safety precautions to observe while performing scalp treatments.
7. List safety precautions to observe while using high-frequency current.
8. Distinguish between methods of applying high-frequency current for scalp treatment.
9. Distinguish between the use of the ultra-violet ray and the infra-red ray.
10. Prescribe treatment for scalp problems.
11. Demonstrate the ability to:
    a. Drape a patron.
    b. Brush hair for a scalp treatment.
    c. Perform scalp manipulations.

d. Apply direct and indirect high-frequency current treatments to scalp.

e. Apply therapeutic rays to scalp.

f. Apply heat cap scalp treatment.

BRUSHING AND SCALP TREATMENTS
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

- A. Provide student with objective sheet.
- B. Provide student with information, assignment, and job sheets.
- C. Make transparencies.
- D. Introduce unit by explaining the terminology provided on the information sheet.
- E. Discuss information and assignment sheets.
- F. Discuss and demonstrate procedures outlined in job sheets.
- G. Relate importance of recognizing problems, analyzing the hair, and prescribing proper treatment.
- H. Provide slides or pictures depicting normal hair and damaged hair.
- I. Give test.

II. Instructional materials:

- A. Objective sheet
- B. Information sheet
- C. Transparency masters
  1. TM 1--Scalp Conditions Treated by Cosmetologists
  2. TM 2--Equipment Needed for Scalp Treatments
- D. Assignment Sheet #1--Prescribe Treatment for Scalp Problems
- E. Answers to assignment sheet
- F. Job sheets
  1. Job Sheet #1--Drape a Patron
  2. Job Sheet #2--Brush Hair for a Scalp Treatment
  3. Job Sheet #3--Perform Scalp Manipulations

4. Job Sheet #4--Apply Direct and Indirect High-Frequency Current

5. Job Sheet #5--Apply Therapeutic Rays to Scalp

6. Job Sheet #6--Apply Heat Cap Scalp Treatment

G. Test

H. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

B. Barrett, Dean. *The Van Dean Manual: Professional Techniques for Cosmetologists*. rev. Bronx, New York: Milady Publishing Co., 1965.

C. Dalton, John. *The Professional Cosmetologist*. St. Paul: West Publishing Co., 1976.

D. Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York: Milady Publishing Co., 1972.

E. Thorpe, S. C. *Practice and Science of Standard Barbering*. Bronx, New York: Milady Publishing Co., 1967.

BRUSHING AND SCALP TREATMENTS
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Manipulation (ma-nip-u-LA-tion)--Process of treating or working with hands or with a mechanical device

B. Alopecia (al-o-PE-cia)--Hair loss; baldness

C. Alopecia areata (al-o-PE-cia ar-e-A-ta)--Baldness in patches

D. High-frequency current (violet ray)--Electrical device used to apply electricity to the body

E. Faradic current (fa-RAD-ic)--Electrical treatment that stimulates activity of tissues

F. Infra-red lamp--Electrical device used to produce heat sensation on body

G. Germicidal action (ger-mi-CI-dal)--Process which aids in eliminating bacteria

H. Ultra-violet light--Electrical device which has an action that is both chemical and germicidal

I. Backcomb--Process of pushing shorter hairs toward the scalp to form a cushion for height

J. Nape--Area of the head located in back of head from top of ear region to hairline

K. Crown--Top of the head; area located from top of head to top of ear region in back of head

L. Electrode--Electrical device used to apply electricity to the body

M. Electrode holder--Device used to conduct electricity to an electrode

N. Glass rake--Scalp electrode

O. 70% alcohol--Agent used to sanitize implements and work area

P. Implement (IM-ple-ment)--Utensil or tool used to perform work

Q. Cotton pledget (PLED-get)--Compress or pad used to apply solutions to the skin

INFORMATION SHEET

II. Types of scalp treatments

A. Scalp manipulation

(NOTE: Scalp manipulations stimulate glands, nerves, and muscles and provide a healthier scalp and hair.)

B. Infra-red ray

C. Corrective shampoo

D. High-frequency current

(NOTE: The high-frequency current is primarily heat producing; the effects can be soothing or stimulating.)

E. Faradic current

F. Moisturizer or emollient

G. Reconditioning treatment

H. Heat cap

(NOTE: The thermal cap, accelerating machine, and steamer may be used in place of the heat cap. Each one enables the heat to be distributed equally throughout conditioning treatment.)

I. Galvanic scalp treatment

J. Ultra-violet light

III. Scalp conditions treated by a cosmetologist (Transparency 1)

A. Normal

B. Dandruff

C. Dry scalp

D. Oily scalp

E. Alopecia

F. Alopecia areata

G. Seborrhea

INFORMATION SHEET

IV. Scalp problems and treatments (Assignment Sheet #1)

A. Normal hair

1. Brush hair

   (NOTE: Brushing the hair increases the blood supply to the scalp as well as loosens soil and flakes.)

2. Apply infra-red lamp

   (NOTE: The infra-red lamp is optional on normal hair.)

3. Apply scalp conditioner

4. Give scalp manipulation

B. Dandruff

1. Brush hair

2. Apply dandruff lotion

3. Use heat cap or steamer, ultra-violet lamp, scalp manipulations, and infra-red lamp

   (CAUTION: Tinted safety glass or cotton pledgets must be used over patron's eyes when using ultra-violet and infra-red lamps.)

C. Dry scalp

1. Brush hair

2. Apply heated oil with cotton pledget

3. Give scalp manipulation

D. Oily scalp

1. Brush hair

2. Give scalp manipulation

3. Apply astringent lotion

4. Use infra-red lamp and faradic current

INFORMATION SHEET

E. Alopecia

1. Consult physician

(NOTE: Ultra-violet rays and high-frequency current are sometimes recommended.)

2. Massage scalp

F. Alopecia areata

1. Consult physician

(NOTE: Ultra-violet rays and high-frequency current are sometimes recommended.)

2. Massage scalp

V. Equipment needed for scalp treatments (Transparency 2)

A. Infra-red lamp

B. Faradic current (wrist electrode)

C. Ultra-violet lamp

D. Electrodes

(NOTE: Electrodes are used for producing high-frequency current.)

E. Heat cap

F. Oil heater

VI. Safety precautions to observe while performing scalp treatments

A. Wear tinted safety glasses when using ultra-violet or infra-red rays

(NOTE: Cotton pledgets may be used on patron when using the infra-red ray.)

B. Do not use faradic current if it causes pain

C. Use clean headrest cover for each patron

D. Disconnect appliances when treatment is completed

E. Avoid getting cords wet

INFORMATION SHEET

F. Inspect electrical equipment frequently

(NOTE: Check for frayed cords.)

G. Do not use any electrical equipment without first being instructed as to its proper use

H. Avoid standing on wet floor while using electrical devices

I. Be sure all electrical equipment is grounded

J. Avoid placing electrical cords across walkways

K. Remove electrical cords from receptacles by firmly grasping plug

L. Make sure equipment is in good operating condition

VII. Safety precautions to observe while using high-frequency current

A. Avoid contact with metal

B. Avoid use if patron has heart condition

C. Avoid using current for more than five minutes

D. Avoid use of lotions containing alcohol

VIII. Methods of applying high-frequency current

A. Direct application--Cosmetologist combs the hair and scalp area to be treated with the glass electrode

B. Indirect application--Cosmetologist massages area to be treated while patron holds glass electrode

(NOTE: A general method of applying the high-frequency current may be used. Patron holds electrode and the entire body is stimulated.)

IX. Uses of ultra-violet and infra-red rays

A. Ultra-violet ray--Type of therapeutic lamp that has a germicidal action which is beneficial in the treatment of acne, tinea, seborrhea, and dandruff

B. Infra-red ray--Type of therapeutic lamp used to produce heat which is beneficial because it increases the metabolism, relieves pain, increases oxidation in tissues, increases the secretion of sebum and of perspiration, dilates blood vessels, and relaxes dermal tissues

Scalp Conditions Treated by Cosmetologists

Dandruff

Dry Scalp

Oily Scalp

Alopecia
(Baldness)

Alopecia Areata
(Baldness in Spots)

Seborrhea
(Excessive Oiliness)

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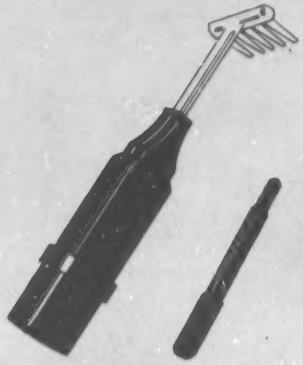
Equipment Needed for Scalp Treatments

Infra-Red Lamp

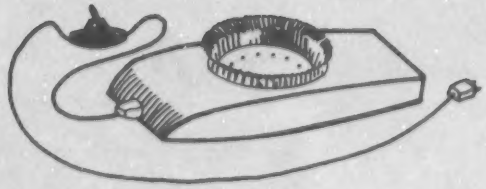
Ultra-Violet Lamp

Heat Cap

Faradic Current
(Wrist Electrode)



Electrodes for
High Frequency Current



Oil Heater

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BRUSHING AND SCALP TREATMENTS
UNIT II

ASSIGNMENT SHEET #1--PRESCRIBE TREATMENT FOR SCALP PROBLEMS

Recognizing common scalp disorders and prescribing the proper treatment is essential to becoming a good cosmetologist. State the name of the following conditions and prescribe proper treatment.

1. Condition--Small, white scales appearing on the scalp and hair; may be either dry or greasy

   a. State name of condition _____

   b. Prescribe treatment _____

   _____

   _____

   _____

   _____

   _____

   _____

2. Condition--Sudden loss of hair in small circular areas of the scalp; patches may also be irregular shaped

   a. State the condition _____

   b. Prescribe treatment _____

   _____

   _____

   _____

3. Condition--Appearance of hair is lustrous and shiny; scalp is flexible

   a. State the condition _____

   b. Prescribe treatment _____

   _____

   _____

   _____

BRUSHING AND SCALP TREATMENT
UNIT II

ANSWERS TO ASSIGNMENT SHEET

1. a. Dandruff
   b. Procedure for dandruff treatment:
      1) Brush hair
      2) Apply dandruff lotion
      3) Apply heat cap or steamer
      4) Apply ultra-violet ray
      5) Apply scalp manipulation
      6) Apply infra-red lamp
2. a. Alopecia areata
   b. Procedure for alopecia areata:
      1) Consult physician
      2) Massage scalp
3. a. Normal hair
   b. Procedure for normal hair treatment:
      1) Brush hair
      2) Apply infra-red lamp (optional)
      3) Apply scalp conditioner
      4) Give scalp manipulation

BRUSHING AND SCALP TREATMENTS
UNIT II

JOB SHEET #1--DRAPE A PATRON

I. Implements and equipment

A. Shampoo cape

B. Neck strip

C. Towel

II. Procedure

(NOTE: Protecting the patron and the patron's clothing is important when providing a service.)

A. Wash hands

B. Ask patron to remove any jewelry that may interfere with the service

C. Turn under collar on patron's clothing (Figure 1)

FIGURE 1

JOB SHEET #1

D. Place neck strip around patron's neck (Figure 2)

FIGURE 2

E. Place towel on patron's head (Figure 3)

FIGURE 3

F. Secure towel at neck with one hand (Figure 4)

FIGURE 4

JOB SHEET #1

G. Grasp cape with free hand and secure around patron's neck (Figure 5)

FIGURE 5

(CAUTION: Make sure that the shampoo cape is not too tight around the neck.)

H. Remove hair from under towel and shampoo cape (Figure 6)

FIGURE 6

BRUSHING AND SCALP TREATMENTS
UNIT II

JOB SHEET #2-BRUSH HAIR FOR A SCALP TREATMENT

I. Implements and equipment

A. Hairbrush

(NOTE: Natural-bristled brushes are usually recommended.)

B. Shampoo cape

C. Towel

D. Neck strip

II. Procedure

A. Wash hands

B. Drape patron

C. Remove hairpins and bobby pins from hair

D. Examine scalp for cuts or abrasions

(CAUTION: If cuts or abrasions are present, do not brush. Consult instructor before proceeding further.)

E. Begin with small sections of hair on the nape and work up to top of head, brushing out backcombing or tangles that may be present (Figure 1)

FIGURE 1

(NOTE: By brushing small sections from nape up, there is less stress on the hair and less discomfort to the patron.)

JOB SHEET #2

F. Part hair down the center of the head (Figure 2)

FIGURE 2

G. Begin brushing on right front of head using horizontal partings of about 12.7 mm (1/2") wide (Figure 3)

FIGURE 3

H. Rotate the brush from scalp onto hair while holding brush in one hand and the section of hair being brushed in the other hand (Figure 4)

JOB SHEET #2

I. Place first section over on the left side of the head and make another 12.7 mm (1/2") parting (Figure 4)

FIGURE 4

J. Continue brushing until entire right side of head is completed

K. Repart the hair in center

L. Brush left side using same procedure as for right side

M. Brush back of hair

1. Begin at top of crown
2. Continue brushing 12.7 mm (1/2") sections until entire back section has been brushed

N. Brush hair back away from the face and down to complete brushing process (Figure 5)

FIGURE 5

BRUSHING AND SCALP TREATMENTS
UNIT II

JOB SHEET #3--PERFORM SCALP MANIPULATIONS

I. Implements and equipment

A. Shampoo cape

B. Neck strip

C. Towel

D. Headrest cover

II. Materials--Scalp conditioner

(NOTE: Some conditioners are formulated for dry scalps and some are formulated for oily scalps.)

III. Procedure

A. Wash hands

B. Drape patron

C. Cover the headrest

D. Give brushing treatment

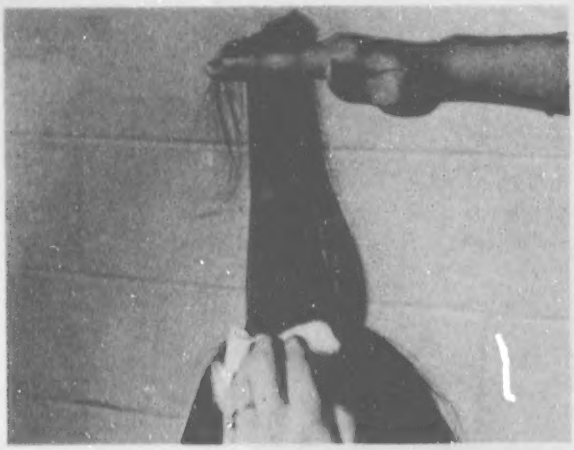
E. Part hair into four equal sections (Figure 1)

FIGURE 1

JOB SHEET #3

F. Apply conditioner with cushions of fingertips, using 12.7 mm (1/2") horizontal sections (Figure 2)

FIGURE 2



(NOTE: Always use a spatula to remove creams from jars for sanitary purposes.)

G. Continue applying conditioner until entire scalp is saturated

H. Manipulate scalp

1. Place hands under the hair

(NOTE: Massage should always be given with a continuous, even motion.)

2. Place cushions of fingertips of both hands on each side of head, sliding them in an upward movement (Figure 3)

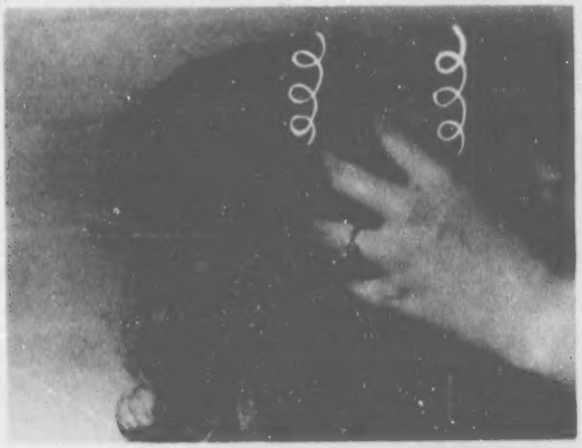
FIGURE 3

JOB SHEET #3

3. Repeat each movement three times

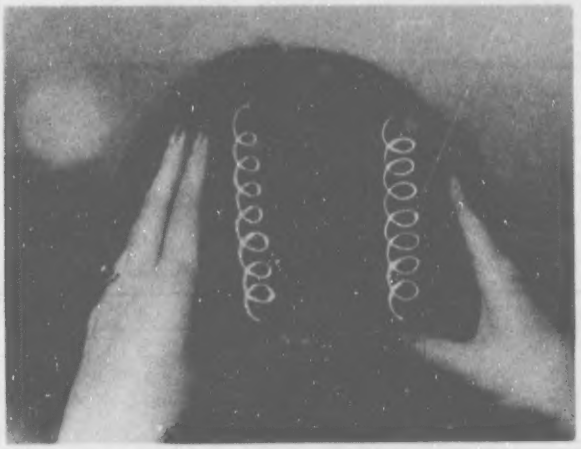
4. Slide cushions of fingertips about 25.4 mm (one inch) in upward movement and rotate fingers in circular movement (Figure 4)

FIGURE 4



5. Place fingertips on back of head; make circular movements across back of head, starting below the ears (Figure 5)

FIGURE 5



JOB SHEET #3

6. Place fingertips at forehead and rotate in a circular movement around hairline (Figure 6)

FIGURE 6

7. Drop back 25.4 mm (one inch) and repeat rotating movement; repeat until top of head is completed (Figure 7)

FIGURE 7

8. Stand in front of the patron and place one hand at the nape of the patron's neck

9. Slide the cushions of the fingertips of your other hand from hairline to crown

JOB SHEET #3

10. Continue this manipulation until entire top of head has been massaged (Figure 8)

FIGURE 8

(NOTE: Firm pressure should always be applied when using this manipulation.)

11. Place palms of hands against the sides of the head

12. Move palms of hands in circular movement, using firm pressure (Figure 9)

FIGURE 9

13. Stand behind the patron and allow patron's neck to rest on the chair headrest

14. Draw fingertips of one hand across forehead

JOB SHEET #3

15. Draw fingertips of other hand across forehead

16. Press and rotate in a circular motion at temple area, using palms (Figure 10)

FIGURE 10

BRUSHING AND SCALP TREATMENTS
UNIT II

JOB SHEET #4--APPLY DIRECT AND INDIRECT HIGH-FREQUENCY CURRENT

I. Implements and equipment

A. Electrode holder

B. Glass rake

C. Shampoo cape

D. Neck strip

E. Towel

F. Metal rake

II. Materials--Scalp conditioner

(CAUTION: If scalp conditioner contains alcohol, apply it after the high-frequency treatment.)

III. Procedure

A. Wash hands

B. Ask patron to remove all jewelry

C. Drape patron

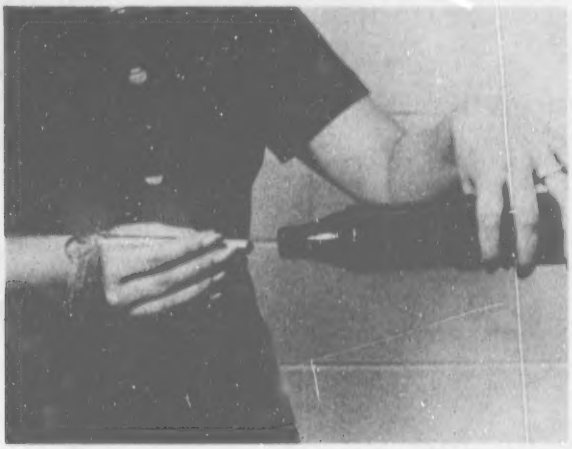
(CAUTION: Avoid contact with any type of metal while receiving the high-frequency treatment. Avoid use of the high-frequency current if the patron or cosmetologist has a heart condition.)

D. Apply scalp conditioner

JOB SHEET #4

E. Place glass rake electrode in electrode holder (Figure 1)

FIGURE 1



F. Apply high-frequency current

1. Direct application

a. Turn current on Low

b. Touch the glass rake with free hand

c. Place rake on patron's scalp (Figure 2)

FIGURE 2

d. Remove hand from rake

JOB SHEET #4

e. Comb patron's scalp, raising current as needed

(CAUTION: The treatment should not last more than five minutes unless prescribed by a physician.)

(NOTE: A towel placed between the electrode rake and the patron's head will make the treatment more stimulating.)

f. Remove glass rake from patron's scalp with free hand placed on rake

g. Turn off current

h. Remove glass rake from electrode holder

i. Clean with a cotton pad saturated with 70% alcohol

2. Indirect application

a. Place electrode holder with metal or glass rake in place into patron's hands

b. Turn current on Low

c. Place cushions of fingertips on patron's scalp and give scalp manipulations

d. Raise current as needed for stimulation

(CAUTION: The treatment should not last for more than five minutes.)

e. Turn current off before removing electrode from patron's hands

f. Remove glass or metal rake from electrode holder

g. Clean rake with a cotton pad saturated with 70% alcohol

BRUSHING AND SCALP TREATMENTS
UNIT II

JOB SHEET #5--APPLY THERAPEUTIC RAYS TO SCALP

I. Implements and equipment

- A. Ultra-violet lamp
- B. Infra-red lamp
- C. Shampoo cape
- D. Towel
- E. Neck strip
- F. Tinted safety glasses, 2

II. Materials

- A. Cotton pledgets
- B. Skin cleanser
- C. Boric acid

III. Procedure

- A. Wash hands
- B. Drape patron
- C. Apply ultra-violet rays
  1. Cleanse skin

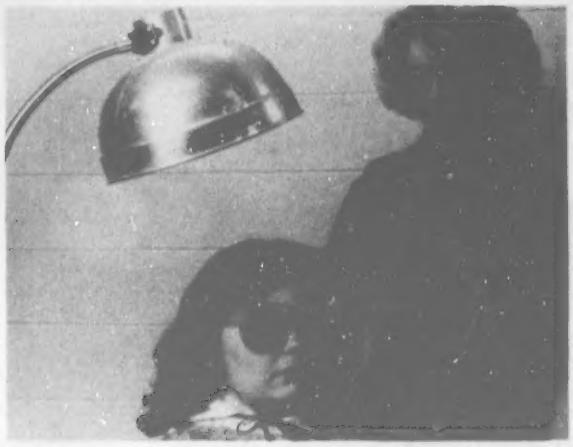
     (NOTE: Any obstruction on the skin will not permit the ultra-violet rays to pass through.)

  2. Place tinted safety glasses on patron

JOB SHEET #5

3. Put on tinted safety glasses (Figure 1)

FIGURE 1



4. Place lamp desired distance from scalp

(NOTE: If lamp is held 72 to 86.4 cm [30" to 36"] from scalp, it will limit action to longer rays. Holding the lamp 30.48 cm [12"] allows the shorter rays to work.)

(CAUTION: If lamp is placed 30.48 cm [12"] from scalp, leave on for short time only. Rays can be destructive to skin tissues.)

5. Expose scalp for only two or three minutes during first treatment

(NOTE: You may increase the time gradually to seven or eight minutes.)

D. Apply infra-red rays

1. Soak cotton pledgets in boric acid and place on patron's eyelids

JOB SHEET #5

2. Place infra-red lamp about 72 cm (30") from the scalp (Figure 2)

FIGURE 2

3. Expose scalp to infra-red lamp for about five minutes

(CAUTION: Infra-red rays may damage tissues if the light ray is not interrupted every few seconds. Move hand back and forth through light ray to break the flow of light.)

BRUSHING AND SCALP TREATMENTS
UNIT II

JOB SHEET #6--APPLY HEAT CAP SCALP TREATMENT

(NOTE: Instruction on shampooing has not been taught.)

I. Implements and equipment

A. Heating cap

B. Shampoo cape

C. Neck strip

D. Towel

E. Hairbrush

F. Timer

II. Materials

A. Scalp conditioner

B. Plastic bag

III. Procedure

A. Wash hands

B. Drape patron

C. Shampoo hair

D. Brush hair using scalp treatment method

E. Divide hair into four equal sections

F. Make 12.7 mm (1/2 inch) horizontal partings and apply scalp conditioner

G. Massage scalp

H. Place plastic bag over hair to protect heat cap

JOB SHEET #6

I. Place cap over plastic bag (Figure 1)

FIGURE 1

J. Set control for desired temperature

(NOTE: Medium temperature is usually preferred.)

K. Set timer for 10 minutes

(NOTE: Heat cap may be left on longer depending on condition of hair.)

L. Remove cap

M. Rinse hair thoroughly

N. Wipe cap clean with damp towel

(CAUTION: Do not immerse cap in water.)

BRUSHING AND SCALP TREATMENTS
UNIT II

TEST

NAME_____ SCORE_____

1. Match the terms on the right to the correct definitions.

_____a. Process of treating or working with hands or with a mechanical device

_____b. Hair loss; baldness

_____c. Baldness in patches

_____d. Electrical device used to apply electricity to the body

_____e. Electrical treatment that stimulates activity of tissues

_____f. Electrical device used to produce heat sensation on body

_____g. Electrical device which has an action that is both chemical and germicidal

_____h. Process of pushing shorter hairs toward the scalp to form a cushion for height

_____i. Area of the head located in back of head from top of ear region to hairline

_____j. Top of the head; area located from top of head to top of ear region in back of head

_____k. Process which aids in eliminating bacteria

_____l. Electrical device used to apply electricity to the body

_____m. Device used to conduct electricity to an electrode

_____n. Scalp electrode

1. Germicidal action
2. Nape
3. 70% alcohol
4. Electrode
5. Alopecia areata
6. High-frequency current (violet ray)
7. Ultra-violet light
8. Electrode holder
9. Crown
10. Glass rake
11. Infra-red lamp
12. Alopecia
13. Manipulation
14. Faradic current
15. Backcomb
16. Cotton pledget
17. Implement

_____o. Agent used to sanitize implements and work area

_____p. Compress or pad used to apply solutions to the skin

_____q. Utensil or tool used to perform work

2. Select from the following list types of scalp treatments by placing an "X" in the blanks next to the correct statements.

_____a. Plain shampoo

_____b. Scalp manipulation

_____c. High-frequency current

_____d. Incandescent light

_____e. Faradic current

_____f. Actinic ray

_____g. Heat cap

_____h. Moisturizer or emollient

3. Identify the following scalp conditions that can be treated by a cosmetologist by writing the correct names in the blanks provided.

a. _____

b. _____

c. _____

d. _____

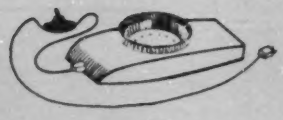
e. _____

f. _____

4. Match the scalp problems on the right to the correct treatments. (Answers may be used more than once.)

_____a. Brush hair; apply infra-red lamp; apply scalp product; give scalp manipulation	1. Oily scalp
_____b. Brush hair; apply dandruff lotion; use heat cap or steamer, ultra-violet lamp, scalp manipulations, and infra-red lamp	2. Alopecia
_____c. Brush hair; apply heated oil with cotton pledget; give scalp manipulation	3. Dandruff
_____d. Brush hair; give scalp manipulation; apply astringent lotion; use infra-red lamp and faradic current	4. Normal hair
_____e. Consult physician; massage scalp	5. Dry scalp
	6. Alopecia areata

5. Identify the following equipment needed for scalp treatments by writing the correct names in the blanks provided.



a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

6. Select from the following list general safety precautions to observe while performing scalp treatments. Place an "X" in the blanks next to the correct statements.

_____a. Wear tinted safety glasses when using ultra-violet or infra-red rays

_____b. Do not use faradic current if it causes pain

_____c. Disconnect appliances when treatment is completed

_____d. Clean spills after service is completed

_____e. Remove third prong on plug if outlet allows for only two prongs

_____f. Be sure all electrical equipment is grounded

_____g. Inspect electrical equipment frequently

_____h. Leave patron alone when connected to an electrical device

_____i. Do not use any electrical equipment without first being instructed as to its proper use

_____j. Remove electrical cords from receptacles by firmly grasping prongs

_____k. Use clean headrest cover for each patron

7. List four safety precautions to observe while using high-frequency current.

a. _____

b. _____

c. _____

d. _____

8. Distinguish between methods of applying high-frequency current by placing a "D" for direct application and an "I" for indirect application in the correct blanks.

_____a. Cosmetologist massages area to be treated while patron holds glass electrode

_____b. Cosmetologist combs the hair and scalp area to be treated with the glass electrode

9. Distinguish between the uses of ultra-violet and infra-red rays by placing a "U" for ultra-violet rays and an "I" for infra-red rays in the correct blanks.

_____a. Type of therapeutic lamp that has a germicidal action which is beneficial in the treatment of acne, tinea, seborrhea, and dandruff

_____b. Type of therapeutic lamp used to produce heat which is beneficial because it increases the metabolism, relieves pain, increases oxidation in tissues, increases the secretion of sebum and of perspiration, dilates blood vessels, and relaxes dermal tissues

10. Prescribe treatment for scalp problems.

11. Demonstrate the ability to:

a. Drape a patron.

b. Brush hair for a scalp treatment.

c. Perform scalp manipulations.

d. Apply direct and indirect high-frequency current treatments to scalp.

e. Apply therapeutic rays to scalp.

f. Apply heat cap scalp treatment.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

BRUSHING AND SCALP TREATMENTS
UNIT II

ANSWERS TO TEST

1.

a. 13	f. 11	j. 9	n. 10
b. 12	g. 7	k. 1	o. 3
c. 5	h. 15	l. 4	p. 16
d. 6	i. 2	m. 8	q. 17
e. 14			

2. b, c, e, g, h

3.
   a. Seborrhea
   b. Dandruff
   c. Alopecia areata
   d. Dry scalp
   e. Oily scalp
   f. Alopecia

4.
   a. 4
   b. 3
   c. 5
   d. 1
   e. 2, 6

5.
   a. Oil heater
   b. Heat cap
   c. Faradic current (wrist electrode)
   d. Infra-red lamp
   e. Electrodes
   f. Ultra-violet lamp

6. a, b, c, f, g, i, k

7. a. Avoid contact with metal

   b. Avoid use if patron has heart condition

   c. Avoid using current for more than five minutes

   d. Avoid use of lotions containing alcohol

8. a. I

   b. D

9. a. U

   b. I

10. Evaluated to satisfaction of instructor

11. Performance skills evaluated to satisfaction of instructor

SHAMPOOS AND RINSES
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to list types of shampoos and rinses and match them to their functions. The student should also demonstrate the ability to give a shampoo and apply rinses. This knowledge will be evidenced by completion of assignment sheet, job sheets, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with shampoos and rinses to the correct definitions.
2. List types of shampoos.
3. Match types of shampoos to the correct functions.
4. List types of rinses.
5. Match types of rinses to the correct functions.
6. List safety precautions to observe during a shampoo.
7. Identify parts of the pH scale.
8. Demonstrate the ability to:
   a. Give a shampoo.
   b. Apply acid rinse.
   c. Apply cream rinse.
   d. Apply instant color rinse.

SHAMPOOS AND RINSES
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information, assignment, and job sheets.

C. Discuss unit and specific objectives.

D. Introduce unit by explaining the terminology provided on the information sheet.

(NOTE: Show examples when possible.)

E. Discuss information and assignment sheets.

F. Discuss and demonstrate procedures outlined in job sheets.

G. Discuss importance of first impressions concerning services offered.

H. Test several types of shampoos using pH testing paper to determine alkalinity of products.

I. Discuss pH scale using poster-sized diagram of scale.

J. Discuss legalities of possible lawsuits from injuries received from falls in salon due to water on floor.

K. Provide current prices of products and discuss importance of avoiding waste of supplies as an employee and employer.

L. Strand test color rinses on various types of hair.

M. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency master: TM 1-pH Scale

D. Assignment Sheet #1--Match Shampoos and Rinses to Their Characteristics

E. Answers to assignment sheet

F. Job sheets

1. Job Sheet #1--Give a Shampoo
2. Job Sheet #2--Apply Acid Rinse
3. Job Sheet #3--Apply Cream Rinse
4. Job Sheet #4--Apply Instant Color Rinse

G. Test

H. Answers to test

III. Unit references:

A. Grant, Florence. *The Beautician.* Toronto, Ontario: McGraw-Hill Company of Canada Limited, 1965.

B. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Rev. ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

C. *The Van Dean Manual: Professional Training for Beauticians.* Rev. ed. Bronx, New York: Milady Publishing Corp., 1962.

D. Dalton, John W. *The Professional Cosmetologist.* St. Paul: West Publishing Co., 1976.

E. Kibbe, Constance V. *Standard Textbook of Cosmetology.* Bronx, New York: Milady Publishing Corp., 1967.

SHAMPOOS AND RINSES
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. pH scale--Scale used to measure acids and alkalines (Transparency 1)

(NOTE: pH refers to *potential hydrogen*.)

B. Alkalinity--Capable of making soaps from fats; pH over seven

C. Acidity--Having a pH of below seven; may neutralize alkaline

D. H_2O--Formula for water

E. Nonstripping shampoo--Shampoo which will not remove tint or toner

(NOTE: Nonstripping shampoos have a low pH value.)

F. Medicated shampoo--Shampoo prepared for a specific condition such as dandruff

G. Therapeutic shampoo--Prescription shampoo recommended by a physician for a specific medical problem

H. Conditioning shampoo--Shampoo which contains protein to improve condition of damaged hair

I. Herbal shampoo--Shampoo which contains natural ingredients which are considered helpful to the hair

J. Acid-balanced shampoo--Shampoo with pH of 5.0 which does not change the pH of hair

K. Dry shampoo--Shampoo used when it is not possible to wet the hair

(NOTE: Oil from hair is absorbed when dry shampoo is brushed through hair.)

L. Liquid-dry shampoo--Shampoo applied with cotton when it is not possible to wet the hair; usually recommended for use with hairpieces because it will not loosen the wefting

(CAUTION: Liquid-dry shampoo is highly flammable.)

II. Types of shampoos

A. Nonstripping

B. Medicated

INFORMATION SHEET

C. Conditioning

D. Herbal

E. Acid-balanced

F. Dry

G. Liquid-dry

H. Plain

I. Cream

J. Egg

K. Therapeutic

III. Shampoos and their functions

(NOTE: The purpose of shampooing the hair is to cleanse the scalp and hair. Shampooing also aids in the stimulation of the scalp and circulation of blood to the scalp.)

A. Nonstripping shampoo--Does not remove permanent color or toner from hair

B. Medicated shampoo--Treats specific scalp disorders

C. Therapeutic shampoo--Treats specific scalp and hair problems by prescription

D. Conditioning shampoo--Improves condition of hair by adding protein

E. Herbal shampoo--Improves normal hair condition through the use of natural ingredients

F. Acid-balanced shampoo--Maintains about a 5.0 pH; does not change pH of hair

G. Dry shampoo--Absorbs and removes oils from hair as it is brushed when shampooing is not possible

H. Liquid-dry shampoo--Is used when shampooing is not possible and is particularly used for the care of hairpieces

(CAUTION: Liquid-dry shampoos should never be used near flames or in an area that is not well ventilated.)

INFORMATION SHEET

I. Plain shampoo--Is used on normal hair

(NOTE: Plain shampoo is a detergent-based product not recommended for tinted, lightened, or damaged hair.)

J. Cream shampoo--Reconditions the hair

K. Egg shampoo--Is used on hair that has been damaged; gives shine to hair

IV. Types of rinses

A. Acid

(NOTE: Acid rinses are used to remove alkaline residue from the hair.)

B. Nonstrip

C. Reconditioning

D. Medicated

E. Cream

F. Color

V. Rinses and their functions

A. Acid rinse--Aids in removing soap curds or soap scum from the hair

(NOTE: Vinegar and lemon juice make satisfactory acid rinses. Acid rinses do not condition hair; lemon juice may have a slight lightening effect.)

B. Nonstrip rinse--Does not remove the color after a tint or toner has been applied to the hair

C. Reconditioning rinse--Is used after a tint or toner to repair hair

D. Medicated rinse--Is used in treatment of dandruff or other scalp disorders

E. Cream rinse--Removes tangles from hair

(NOTE: Cream rinse coats the hair shaft and makes the hair soft. Due to the softening action of cream rinse, it is generally not recommended for use after a permanent wave.)

INFORMATION SHEET

F. Color rinse--Adds temporary color to hair by coating the cuticle layer of the hair shaft; gives hair highlights

(NOTE: Color rinse contains certified color and is usually acid.)

VI. Safety precautions to observe during shampoo

A. Drape patron securely to insure water or chemicals do not touch the patron's clothing

B. Do not brush hair before a shampoo if a tint, lightener, or permanent wave is to be given

C. Do not brush hair if scalp abrasions are present

D. Use clean towel for each patron

E. Turn cold water on first and adjust hot water as needed; turn hot water off first

F. Sanitize shampoo bowl before using

G. Do not allow shampoo to get into patron's eyes

H. Use cushions of fingertips when shampooing

I. Do not allow water to remain on floor in shampoo area

(NOTE: Floor becomes very slick when wet and serious injuries could occur.)

J. Avoid using high water pressure while shampooing

(CAUTION: Hose may spring free and spray patron if water pressure is too high.)

K. Do not turn dryer on Hot if patron has high blood pressure

(CAUTION: Excessive heat will cause the blood pressure to rise.)

L. Wash hands before and after serving patron

VII. pH scale (Transparency 1)

A. Alkaline--8 to 14 on the pH scale

(NOTE: It may also be known as a base. Alkaline shampoos may measure as high as 9.0 on the pH scale. The stronger solutions are at the ends of the pH scale. Usually, a solution nearer the neutral point is considered less harmful to the hair.)

INFORMATION SHEET

B. Acid--0 to 6 on the pH scale

(NOTE: Anything put into plain water that causes the pH to go down forms an acid. Many shampoos are now acid.)

(CAUTION: Too many acid rinses may dry out the hair.)

C. Neutral--7 on the pH scale

(NOTE: Water measures seven on the scale. Any solution nearer seven is less damaging; however, some higher pH products may be desirable to achieve desired effects. Some authorities state that skin and hair are between 5.0 and 6.0 on the pH scale, while other authorities state that skin is 7.0, which is neutral. The solutions on the skin are what are actually measured.)

pH Scale

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SHAMPOOS AND RINSES
UNIT III

ASSIGNMENT SHEET #1--MATCH SHAMPOOS AND RINSES TO THEIR CHARACTERISTICS

Shampooing is usually the first service given to a patron. Shampooing can determine the attitude of the patron toward any future services.

1. Match the shampooing products on the right to the correct characteristics.

_____a. Is used for hairpieces	1. Nonstripping shampoo
_____b. Contains natural ingredients	2. Medicated shampoo
_____c. Treats specific scalp disorders	3. Conditioning shampoo
_____d. Contains protein to improve condition of hair	4. Herbal shampoo
_____e. Maintains 5.0 pH of hair	5. Acid-balanced shampoo
_____f. Will not remove tint or toner	6. Dry shampoo
_____g. Absorbs oils when used dry	7. Liquid-dry shampoo
_____h. Gives shine to hair	8. Plain shampoo
_____i. Is used on normal hair	9. Cream shampoo
_____j. Reconditions the hair	10. Therapeutic shampoo
_____k. Treats specific scalp and hair problems by prescription	11. Egg shampoo

2. Match the rinsing products on the right to the correct characteristics.

_____a. Repairs hair after tint or toner is used	1. Acid rinse
_____b. Treats dandruff	2. Nonstrip rinse
_____c. Removes soap from hair	3. Reconditioning rinse
_____d. Removes tangles from hair	4. Medicated rinse
_____e. Adds temporary color to hair	5. Cream rinse
_____f. Prevents removal of color	6. Color rinse

SHAMPOOS AND RINSES
UNIT III

ANSWERS TO ASSIGNMENT SHEET

1. a. 7
   b. 4
   c. 2
   d. 3
   e. 5
   f. 1
   g. 6
   h. 11
   i. 8
   j. 9
   k. 10
2. a. 3
   b. 4
   c. 1
   d. 5
   e. 6
   f. 2

SHAMPOOS AND RINSES
UNIT III

JOB SHEET #1--GIVE A SHAMPOO

I. Implements and equipment

A. Shampoo cape

B. Towel

C. Neck strip

D. Brush

II. Materials--Shampoo

(NOTE: Select shampoo according to the type of hair on which the product is to be used.)

III. Procedure

A. Wash hands

B. Ask patron to remove jewelry

C. Turn under collar on patron's clothing

D. Drape patron

E. Brush hair, using scalp treatment brushing method

(NOTE: Avoid brushing if shampoo is to be followed by a tint, lightener, or permanent wave or if scalp has abrasions.)

F. Seat patron in shampoo chair, placing cape and towel over the back of the chair

(NOTE: Be sure all of the patron's hair is in shampoo bowl.)

G. Take hose in hand before turning on water

H. Turn cold water on first; adjust hot water

(NOTE: Apply water to wrist to check temperature.)

JOB SHEET #1

I. Wet patron's hair

(CAUTION: Hold hand over ears and on forehead to avoid splashing water on patron's face. See Figure 1.)

FIGURE 1

J. Apply shampoo by pouring small amount on top of head, sides, and back; work the shampoo into lather with free hand

(NOTE: Work shampoo into lather as it is applied to the head to avoid waste.)

K. Give manipulations (Figure 2)

1. Begin at the hairline in front
2. Use both hands and work in a back and forth manner with fingertips pushing on the scalp from hairline in front to top of crown
3. Work from temple area and push fingertips from hairline to behind the ear in a back and forth manner

JOB SHEET #1

4. Complete entire front area of head in this manner

FIGURE 2

(NOTE: If shampooing bleached or lightened hair, place your hands underneath the hair and on the scalp to avoid tangling the hair.)

L. Place hand under patron's nape area and lift gently from the shampoo bowl about 5.08 to 7.62 cm (2 to 3 inches)

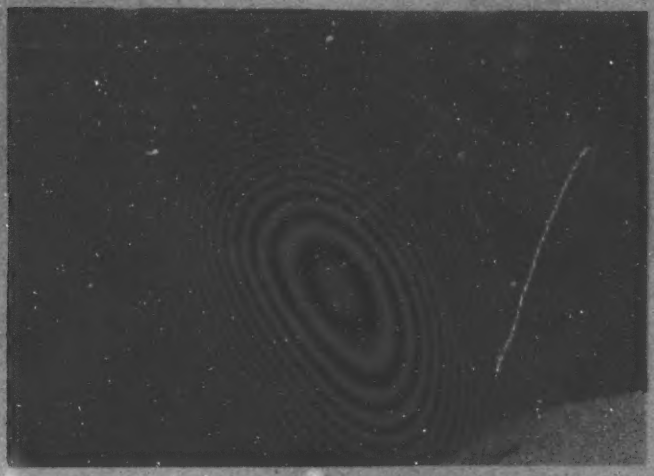
(NOTE: Ask patron to relax and let you lift so that the patron's clothing will not get wet. See Figure 3.)

FIGURE 3

JOB SHEET #1

M. Hold patron's head with one hand and begin vertical movement with other hand, working from top of crown to nape area in an up and down movement with fingertips (Figure 4)

FIGURE 4



N. Place patron's head gently back in shampoo bowl

O. Rinse the top thoroughly, protecting patron's ears and forehead

(NOTE: Do not rest hand on patron's forehead to prevent removal of make-up.)

P. Lift patron's head with one hand and, while holding nozzle of hose in opposite hand, rinse the crown and nape area

(NOTE: Avoid touching the patron with the nozzle for sanitary purposes.)

Q. Reapply shampoo to entire head

R. Give manipulations, beginning at front hairline and working in back and forth movement on entire top of head

S. Lift patron's head with hand and work in back and forth manner in crown and nape area

T. Place patron's head gently back in bowl

JOB SHEET #1

U. Give massage, using scalp treatment manipulations

(NOTE: Use fingertips.)

V. Make circular movements on the hairline working back to crown area

(NOTE: Fingertips must be on scalp and not on top of hair. Massage must be given slowly.)

W. Massage the temple area in slow circular movements (Figure 5)

FIGURE 5

X. Raise patron's head from shampoo bowl

Y. Massage in an up and down movement from the top of the crown and down to the leaders on the back of the neck, applying firm pressure with your hand

Z. Place patron's head gently back in shampoo bowl

(CAUTION: Patron may be completely relaxed. Do not let the head drop.)

AA. Rinse thoroughly, protecting patron's ears and forehead

BB. Raise patron's head with hand and rinse the nape area thoroughly

CC. Squeeze excess moisture from ends of hair

(NOTE: Two sudsings are usually enough.)

DD. Bring towel up as you bring patron to a sitting position and cover head

JOB SHEET #1

EE. Blot moisture from patron's hair while at shampoo area (Figure 6)

FIGURE 6

(NOTE: Always blot; never rub wet hair dry.)

FF. Place towel around head in turban effect and move to work area

GG. Clean shampoo area

HH. Sanitize shampoo bowl

SHAMPOOS AND RINSES
UNIT III

JOB SHEET #2--APPLY ACID RINSE

I. Implements and equipment

A. Shampoo cape

B. Towel

C. Neck strip

D. Brush

II. Materials

A. Shampoo

B. Acid rinse

(NOTE: Select shampoo and rinse according to the type of hair on which the product is to be used.)

III. Procedure

A. Wash hands

B. Ask patron to remove jewelry

C. Turn under collar on patron's clothing

D. Drape patron

E. Brush hair, using scalp treatment brushing method

(NOTE: Avoid brushing if shampoo is to be followed by a tint, lightener, or permanent wave or if scalp has abrasions.)

F. Seat patron in shampoo chair, placing cape and towel over back of chair

(NOTE: Be sure that all of the parton's hair is in the shampoo bowl.)

G. Shampoo patron's hair

H. Squeeze excess moisture from patron's hair ends

I. Pour acid rinse through hair, beginning at front hairline

JOB SHEET #2

J. Work through hair with fingertips of both hands (Figure 1)

(NOTE. You may repeat the application of the acid rinse several times.)

FIGURE 1

K. Rinse hair with clear, warm water to remove all of acid rinse

L. Squeeze excess moisture from hair

M. Bring towel up as you bring patron to sitting position; blot hair

N. Place towel around head in turban effect and move to work area

O. Clean shampoo area

P. Sanitize shampoo bowl

SHAMPOOS AND RINSES
UNIT III

JOB SHEET #3--APPLY CREAM RINSE

I. Implements and equipment

A. Shampoo cape

B. Towel

C. Neck strip

D. Brush

II. Materials

A. Shampoo

B. Cream rinse

(NOTE: Select shampoo and rinse according to the type of hair on which the products are to be used.)

III. Procedure

A. Wash hands

B. Ask patron to remove jewelry

C. Turn under collar on patron's clothing

D. Drape patron

E. Brush hair, using scalp treatment brushing method

(NOTE: Avoid brushing if shampoo is to be followed by a tint, lightener, or permanent wave or if scalp has abrasions.)

F. Seat patron in shampoo chair, placing cape and towel over back of chair

(NOTE: Be sure that all the patron's hair is in the shampoo bowl.)

G. Shampoo patron's hair

H. Squeeze excess moisture from patron's hair ends

I. Pour cream rinse through hair beginning at front hairline

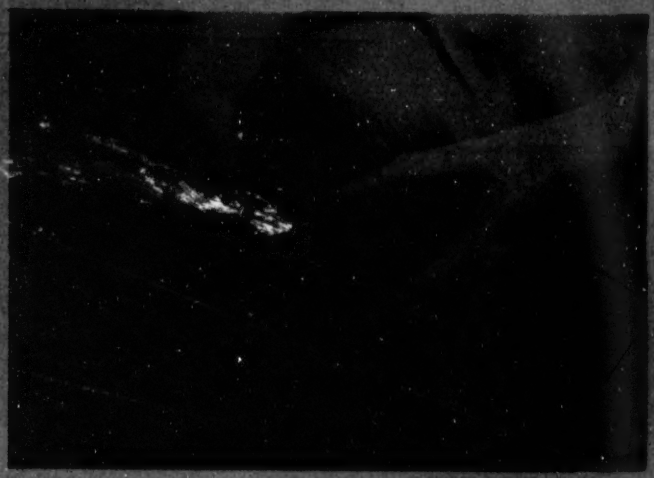
(CAUTION: Cream rinse may contain chemicals that are harmful to the eyes.)

(NOTE: Do not use cream rinse if the shampoo is to be followed by a permanent wave.)

JOB SHEET #3

J. Work through hair with fingertips of both hands (Figure 1)

FIGURE 1



K. Rinse hair with clear, warm water to remove all of cream rinse

L. Squeeze excess moisture from hair

M. Bring towel up as you bring patron to sitting position; blot hair

N. Place towel around head in turban effect and move to work area

O. Clean shampoo area

P. Sanitize shampoo bowl

SHAMPOOS AND RINSES
UNIT III

JOB SHEET #4--APPLY INSTANT COLOR RINSE

I. Implements and equipment

A. Shampoo cape

B. Towel

C. Neck strip

D. Brush

E. Comb

II. Materials

A. Shampoo

B. Instant color rinse

(NOTE: Select color rinse closest to natural color. If the hair is gray or blonde, the color range is more varied.)

III. Procedure

A. Wash hands

B. Ask patron to remove all jewelry

C. Turn under collar on patron's clothing

D. Drape patron

E. Brush hair, using scalp treatment brushing method

(NOTE: Avoid brushing the hair if shampoo is to be followed by a tint, lightener, or permanent wave or if scalp has abrasions.)

F. Seat patron in shampoo chair, placing cape and towel over back of chair

(NOTE: Be sure that all of the patron's hair is in the shampoo bowl.)

G. Shampoo patron's hair

H. Squeeze excess moisture from patron's hair ends

I. Bring patron to sitting position and blot hair thoroughly with towel

(NOTE: Do not rub hair; always blot.)

JOB SHEET #4

J. Apply prepared color rinse from an applicator bottle after hair has been towel dried

(NOTE: Prevent waste by pouring 44.4 to 59.2 ml [1 1/2 to 2 ounces] of instant rinse in an applicator bottle and then applying it.)

K. Begin application of rinse at front hairline by pouring a small amount of rinse on the hair and working it through with your free hand (Figure 1)

FIGURE 1

L. Continue across entire front of head with application; work rinse through hair

M. Comb rinse through the ends after top of head is completed

(NOTE: Enough rinse should be applied to cover ends. However, if hair is dripping, too much rinse has been applied.)

N. Comb rinse through entire head

O. Move to work area

(NOTE: Do not place towel over the head. The towel will absorb some of the color rinse.)

P. Clean shampoo area

Q. Sanitize shampoo bowl

SHAMPOOS AND RINSES
UNIT III

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions.

_____a. Scale used to measure acids and alkalines

_____b. Capable of making soaps from fats; pH over seven

_____c. Having a pH of below seven; may neutralize alkaline

_____d. Formula for water

_____e. Shampoo which will not remove tint or toner

_____f. Shampoo prepared for a specific condition such as dandruff

_____g. Shampoo which contains protein to improve condition of damaged hair

_____h. Shampoo which contains natural ingredients which are considered helpful to the hair

_____i. Shampoo with pH of 5.0, which does not change the pH of hair

_____j. Shampoo used when it is not possible to wet the hair

_____k. Shampoo applied with cotton when it is not possible to wet the hair; usually recommended for use with hairpieces because it will not loosen the wefting

_____l. Prescription shampoo recommended by a physician for a specific medical problem

1. Nonstripping shampoo
2. Conditioning shampoo
3. Liquid-dry shampoo
4. Acid-balanced shampoo
5. Dry shampoo
6. pH scale
7. H_2O
8. Alkalinity
9. Herbal shampoo
10. Acidity
11. Therapeutic shampoo
12. Medicated shampoo

2. List eight types of shampoos.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

3. Match the shampoos on the right to the correct functions.

_____a. Does not remove permanent color or toner from hair

_____b. Treats specific scalp disorders

_____c. Improves condition of hair by adding protein

_____d. Improves normal hair condition through the use of natural ingredients

_____e. Maintains about a 5.0 pH; does not change pH of hair

_____f. Absorbs and removes oils from hair as it is brushed when shampooing is not possible

_____g. Is used when shampooing is not possible and is particularly used for the care of hairpieces

_____h. Is used on normal hair

_____i. Reconditions the hair

_____j. Is used on hair that has been damaged; gives shine to hair

_____k. Treats specific scalp and hair problems by prescription

1. Egg shampoo
2. Plain shampoo
3. Cream shampoo
4. Nonstripping shampoo
5. Dry shampoo
6. Herbal shampoo
7. Liquid-dry shampoo
8. Medicated shampoo
9. Conditioning shampoo
10. Acid-balanced shampoo
11. Therapeutic shampoo

4. List six types of rinses.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

5. Match types of rinses on the right to their correct functions.

_____	a. Aids in removing soap curds or soap scum from the hair	1.	Acid rinse
_____	b. Does not remove the color after a tint or toner has been applied to the hair	2.	Cream rinse
_____	c. Is used after a tint or toner to repair hair	3.	Medicated rinse
_____	d. Is used in treatment of dandruff or other scalp disorders	4.	Color rinse
_____	e. Removes tangles from hair	5.	Nonstrip rinse
_____	f. Adds temporary color to the hair by coating the cuticle layer of the hair shaft; gives hair highlights	6.	Reconditioning rinse

6. Select from a list safety precautions to be observed during a shampoo by placing an "X" in the correct blanks.

_____a. Do not allow shampoo to get into patron's eyes

_____b. Use cushions of fingertips when shampooing

_____c. Use clean towel for each patron

_____d. Do not ask patron to remove jewelry

_____e. Place shampoo cape and towel between patron and shampoo chair

_____f. Sanitize shampoo bowl before using

_____g. Turn cold water on first and adjust hot water as needed; turn hot water off first

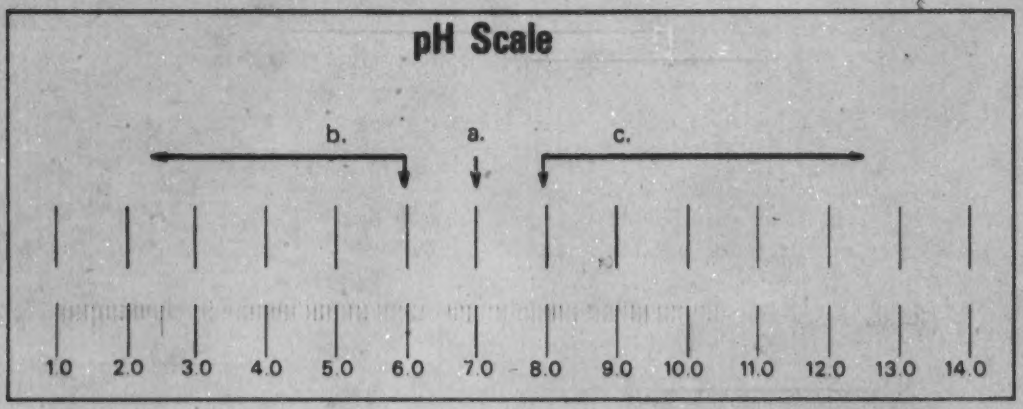
_____h. Do not brush hair before a shampoo if a tint, lightener, or permanent wave is to be given

_____i. Avoid turning under patron's collar

_____j. Drape patron securely to insure water or chemicals do not touch the patron's clothing

_____k. Do not brush hair if scalp abrasions are present

7. Identify the parts of the pH scale.



a. _____

b. _____

c. _____

8. Demonstrate the ability to:

   a. Give a shampoo.

   b. Apply acid rinse.

   c. Apply cream rinse.

   d. Apply instant color rinse.

   (NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

SHAMPOOS AND RINSES
UNIT III

ANSWERS TO TEST

1. a. 6
   b. 8
   c. 10
   d. 7
   e. 1
   f. 12
   g. 2
   h. 9
   i. 4
   j. 5
   k. 3
   l. 11

2. Any eight of the following:
   a. Nonstripping
   b. Medicated
   c. Conditioning
   d. Herbal
   e. Acid-balanced
   f. Dry
   g. Liquid-dry
   h. Plain
   i. Cream
   j. Egg
   k. Therapeutic

3. a. 4
   b. 8
   c. 9
   d. 6
   e. 10
   f. 5
   g. 7
   h. 2
   i. 3
   j. 1
   k. 11
4. a. Acid rinse
   b. Nonstrip rinse
   c. Reconditioning rinse
   d. Medicated rinse
   e. Cream rinse
   f. Color rinse
5. a. 1
   b. 5
   c. 6
   d. 3
   e. 2
   f. 4
6. a, b, c, f, g, h, j, k
7. a. Neutral
   b. Acid
   c. Alkaline
8. Performance skills evaluated to the satisfaction of the instructor

FACIAL SHAPES AND BODY STRUCTURES
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify facial shapes, body structures, and facial profiles. The student should also be able to match various facial shapes, profiles, and body structures to the proper hairstyles and demonstrate how to measure facial features. This knowledge will be evidenced by completion of job sheet and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with facial shapes and body structures to the correct definitions.
2. Identify facial shapes.
3. Match facial shapes to the correct characteristics.
4. Identify facial profiles.
5. Match facial profile shapes to the correct characteristics.
6. Identify body structures that are used to determine hairstyles.
7. Match facial shapes to the appropriate hairstyles.
8. Match facial profile shapes to appropriate hairstyles.
9. Match body structures to the appropriate hairstyles.
10. List the major sections of the head.
11. Discuss proportions of the ideal face.
12. Demonstrate the ability to measure facial features.

FACIAL SHAPES AND BODY STRUCTURES
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and job sheets.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

(NOTE: Show examples when possible.)

F. Discuss information sheet.

G. Discuss and demonstrate procedures outlined in job sheet.

H. Show facial shape examples using posters from Milady Publishing Corporation.

I. Decorate bulletin board with facial shapes and hairstyles from magazines.

J. Assist each student in determining his/her facial shape.

K. Suggest that each student begin to observe facial shapes on television and at school.

L. Ask students to make a scrapbook using current hairstyles on various facial shapes.

M. Show Rufus Hays slides, "Facial Shapes."

N. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1-Facial Shapes

2. TM 2--Facial Shapes (Continued)

3. TM 3--Facial Profiles
4. TM 4--Body Structures
5. TM 5--Body Structures (Continued)
6. TM 6--Broad Hips
7. TM 7--Broad Shoulders
8. TM 8--Muscular Figure
9. TM 9--Swayback
10. TM 10--Tall Figure
11. TM 11-Heavy Figure

D. Job Sheet #1--Measure Facial Features

E. Test

F. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

B. Barrett, Dean. *The Van Dean Manual: Professional Techniques for Cosmetologists.* Rev. ed. Bronx, New York: Milady Publishing Corp., 1974.

C. Traynor, Mark. *Mark Traynor's Guide to Professional Make-up Techniques.* Mark Traynor, Inc., 1974.

D. Hays, Rufus V. *Co-Ed-Co (Continuing Education in Cosmetology).* 5855 Beverly, Mission, Kansas 66202.

IV. Additional materials:

A. Posters--The New Faces. Available from Milady Publishing Corp., 3839 White Plains Road, Bronx, New York 10467. (Cat. No. 5.11)

B. Slides--"Facial Shapes." Hays Hairdressing School, Inc.; 5855 Beverly; Mission, Kansas 66202.

FACIAL SHAPES AND BODY STRUCTURES
UNIT IV

INFORMATION SHEET

I. Terms and definitions

A. Contour (CON-tour)--Outline of a curving or irregular figure

B. Coiffure (coif-FURE)--Manner of arranging or styling the hair

C. Convex (con-VEX)--Curved or rounded outward

D. Concave (con-CAVE)--Curved or rounded inward

E. Oval--Egg-shaped

F. Profile--Face as seen from a side view

G. Prominent (PROM-i-nent)--Conspicuous; stands out beyond a surface or line

H. Inverted--Reversed in position

I. Receding--Moving back from an original position; decline in area covered

J. Protrude (pro-TRUDE)--Project or stick out

K. Asymmetrical (asym-MET-ri-cal)--Lack of proportion; uneven

L. Angular (AN-gu-lar)--Having bones that are prominent from lack of plumpness

M. Volume (VOL-ume)--Bulk or mass; heavy area of a hairstyle

N. Proportion (pro-POR-tion)--Balance or symmetry

II. Facial shapes (Transparencies 1 and 2)

A. Oval

B. Square

C. Triangle

D. Inverted triangle

E. Round

F. Oblong

G. Diamond

INFORMATION SHEET

H. Heart shape

I. Pear shape

J. Uneven features

III. Characteristics of facial shapes (Transparencies 1 and 2)

A. Oval--Face is balanced and has a overall look of symmetry; face is one and one-half times longer than the width across the brow area; chin is slightly more narrow than forehead area; face is five eyes wide at cheekbone area

(NOTE: The oval-shaped face is considered to be the perfect shaped face and is the ideal basis for all hairstyling.)

B. Square--Hairline area is almost straight across and the jawline is square and angular; cheekbones are not particularly prominent

C. Triangle--Forehead area is very narrow; jawline has width and strength and appears much like a pyramid

D. Inverted triangle--Jawline is very narrow and the forehead area has width

E. Round--Entire facial area is rounded from hairline to chin

F. Oblong--Long, narrow face and cheeks appear to be hollow, almost rectangular in appearance

G. Diamond--Forehead and chin areas are narrow; cheeks have width; face is angular; jaw and hairline measure approximately the same

H. Heart shape--Forehead area is extremely wide and chin area is narrow, almost to a point, and is usually soft rather than angular

(NOTE: Widow's peak on forehead may drop to a point and give the appearance of an actual heart.)

I. Pear shape--Forehead area is narrow and jaw and chinline are wide

J. Uneven features--Eyes, ears, nose, and lips may appear unbalanced or uneven

(NOTE: Both sides of the face are never totally equal, but the uneven-featured face is noticeably unbalanced and care must be taken when selecting the proper hairstyle. The most common face is comprised of at least two of the basic shapes and gives the stylist more of a chance to create an individual look for each patron.)

INFORMATION SHEET

IV. Facial profiles (Transparency 3)

A. Balanced

B. Concave

C. Convex

D. Unbalanced

V. Characteristics of facial profiles (Transparency 3)

A. Balanced--Forehead and chin appear to extend almost equal distance when viewed from the side

(NOTE: When measuring the balanced profile from ear area to tip of chin, tip of nose, top of forehead, and bottom of forehead, the measurements should be equal.)

B. Concave--Chin is prominent and profile is rounded inward

C. Convex--Forehead and chin recede with a prominent nose; face has a circular or rounded outward appearance

D. Unbalanced--Chin or forehead may protrude

(NOTE: The chin usually protrudes, causing an unbalanced appearance.)

VI. Body structures (Transparencies 4 and 5)

A. Short neck

B. Long, thin neck

C. Broad hips

D. Broad shoulders

E. Muscular figure

F. Swayback

G. Tall figure

H. Heavy figure

VII. Facial shapes and appropriate hairstyling

A. Oval--Almost any style is acceptable

B. Square--Shorter hair with a diagonal or off-center part is advisable; some height is needed as well as some softness around jawline area; an asymmetrical look may be effective

INFORMATION SHEET

C. Triangle--Style hair away from forehead on one or both sides to add fullness to forehead area; style hair close at the sides and the jawline

(NOTE: If hair is of medium length, it should be styled so that the jawline is partially covered.)

D. Inverted triangle--Soft bangs at hairline are acceptable, but do not style hair full at forehead or temple area; fullness at neckline area will give chin a less pointed appearance

E. Round--Avoid close or rounded hairstyles; a diagonal part may be effective; height is needed to make the face appear longer; style hair close in the nape area

(NOTE: Long, straight hair with a high part and softly framing the face is acceptable.)

F. Oblong--Style hair close on top and with width at the sides; fullness over ears and neck is advisable

G. Diamond--Style hair fuller at forehead and neck area; hair should be styled close on the sides

H. Heart shape--Style hair full at jawline and close in forehead area; asymmetrical design is acceptable

I. Pear shape--Style hair full in forehead area and leave a portion of forehead exposed; style close in the jawline area

(NOTE: Hair should lay close and soft onto face at jawline area to give oval illusion.)

J. Uneven features--Style hair in soft effect covering any areas that may protrude, if possible; the style may be governed by shape of face and corrective makeup may be needed to give further illusion of balance

(NOTE: Hairstyling rules to remember for any problem area is to cover bad features when possible and never point hair ends toward problem area. Always make hair full and have volume where area is narrow; keep hair styled close to the head when area is large.)

INFORMATION SHEET

VIII. Hairstyling for facial profiles

A. Balanced--Fewer styling problems are found with a balanced profile; almost any hairstyle will be acceptable

B. Concave--Style hair in front of ear; curls help soften the effect; direct hair ends toward a pleasing area of the face; keep the back hair close to head

(NOTE: Do not style hair away from face or style hair ends toward chin area.)

C. Convex--Cover sloping forehead with casual bangs and expose ear area to make chin appear longer; direct hair ends away from problem area and expose good features

D. Unbalanced--Cover protruding forehead with soft bangs; direct hair ends away from protruding chin

(NOTE: Hairstyling rules to remember for any problem area is to cover bad features when possible and never point hair ends toward a problem area. Always make hair full and have volume where head is narrow and keep hair styled close to the head when area is large.)

IX. Hairstyles for body structures (Transparencies 4 through 11)

A. Short neck--Style hair shorter with a V-shape in nape area; add height on top

B. Long, thin neck--Use fuller style with round or oval appearance and try to add width to offset slender neck

(NOTE: Leave hair longer in neck area. Do not cut short or to a V-shape in nape area.)

C. Broad hips--Style hair with fullness at the sides of the head in jawline area to add balance to hips (Transparency 6)

D. Broad shoulders--Style hair close to nape area; do not direct hair ends toward ends of shoulders; soft curls will make broad shoulders less masculine (Transparency 7)

E. Muscular figure--Frame the face with soft curls or waves to add femininity (Transparency 8)

F. Swayback--Add fullness at nape area to balance buttocks area (Transparency 9)

G. Tall figure--Avoid height on top of head; style hair medium to long; style fullness in jawline or chin area (Transparency 10)

INFORMATION SHEET

H. Heavy figure--Do not cut hair too short; hair should be styled with fullness in temple and side areas and some height on top; do not direct hair ends toward body problems (Transparency 11)

X. Major sections of the head

(NOTE: Each section comprises one third of the head.)

A. Crown and nape area

B. Sides and top of head

C. Face and bang area

XI. Ideal facial proportions (Assignment Sheet #1)

A. General balance

1. Length of head is divided into three sections

a. From center hairline to lower part of eyebrows

b. From eyebrow to tip of nose

c. From tip of nose to bottom of chin

2. Width of head is divided into three sections

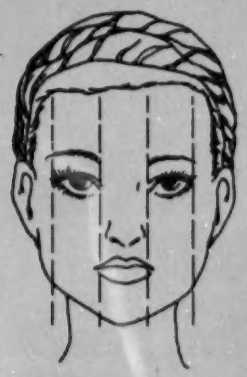
(NOTE: Use eye placement as guide for measuring width.)

a. Width of right eye

b. Width of left eye

INFORMATION SHEET

c. Space between eyes



(NOTE: Space between eyes should measure one eye width. If the space is one eye width between the eyes, the center of face is balanced.)

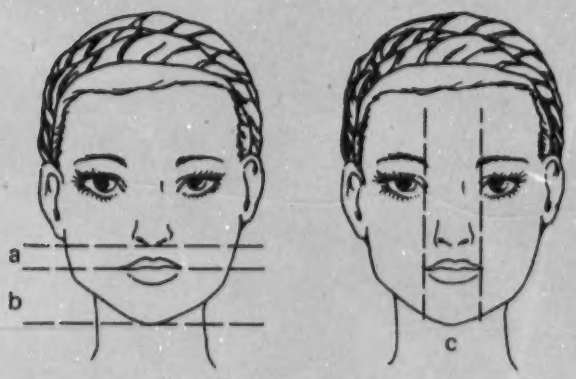
3. Lower facial area is divided into three sections

a. Bottom of nose to center of lips should measure one-third of lower facial area

b. Center of lips to the base of chin should cover two-thirds of lower face

c. Mouth should be centered between the eyes

(NOTE: Measure lips from iris of one eye to other to find balance of mouth.)



INFORMATION SHEET

B. Specific balance

1. Eyes should be located in center of head

   (NOTE: The face is measured from the hairline to bottom of chin and the head measurement is from the highest point on top of the head to bottom of chin.)

2. Ears are located from line of eyebrow to lobes of nose

3. Lower lip is in the center between the tip of the nose and bottom of chin area

4. Width of nostrils should be the same as the distance between the eyes

5. Tip of nose should be centered between eyes and chin, and the nostrils should be the width of one eye

6. Full area of eyebrow should be in a vertical line with outer edge of nostril and the inside corner of the eye; end of the eyebrow should be in a straight line from nostril through outer edge of the eye; the highest point of arch begins at nostril line and follows a straight line through center of eye

Facial Shapes

Round

Square

Triangle

Inverted Triangle

Uneven

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Facial Shapes

(Continued)

Oblong

Diamond

Oval

Heart Shape

Pear Shape

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Facial Profiles

Convex

Concave

Unbalanced

Balanced

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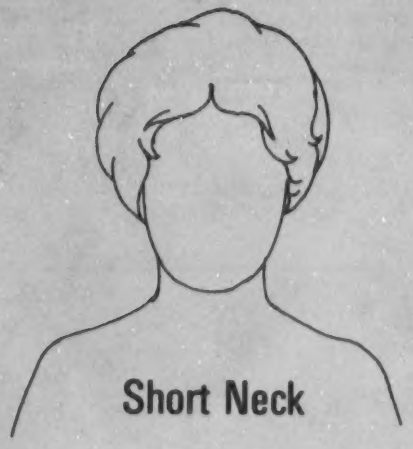
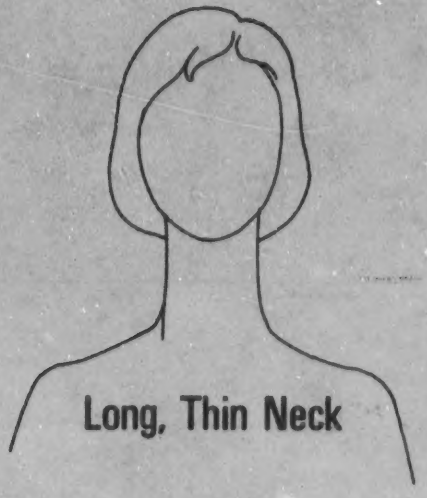
Body Structures



Short Neck



Long, Thin Neck

Broad Shoulders

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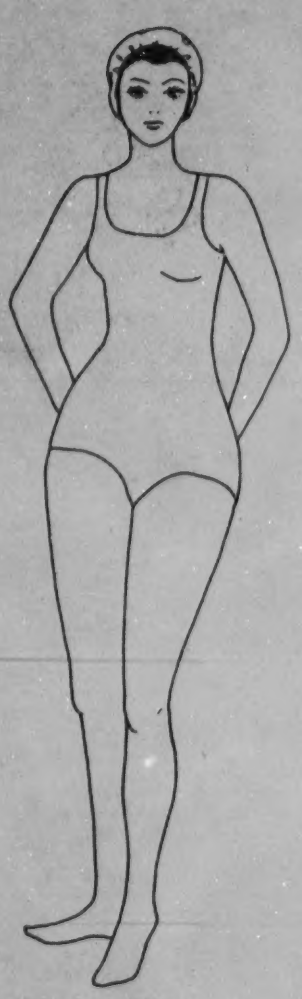
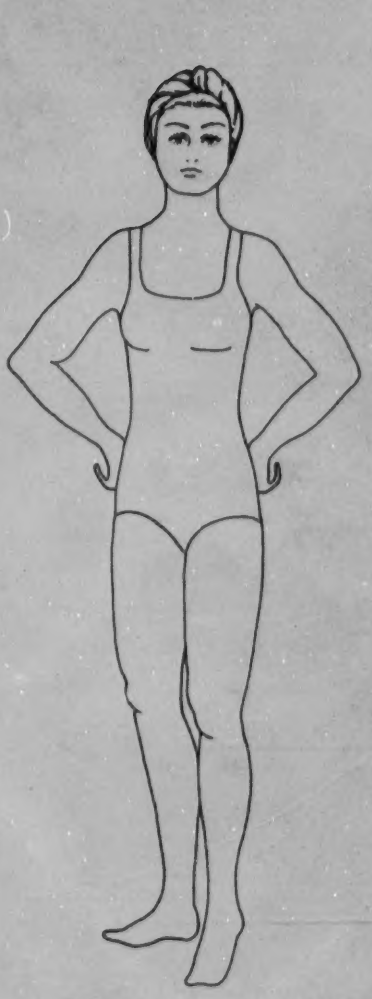
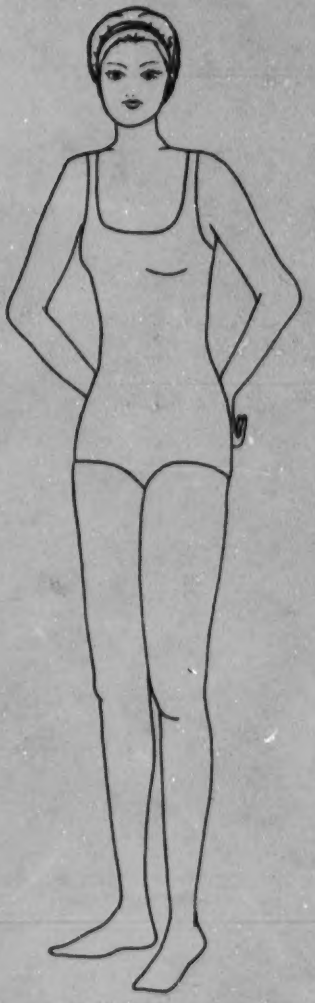
Body Structures (Continued)



Broad Hips



Muscular Figure



Tall Figure

Heavy Figure

Sway Back

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Broad Hips

Wrong

Right

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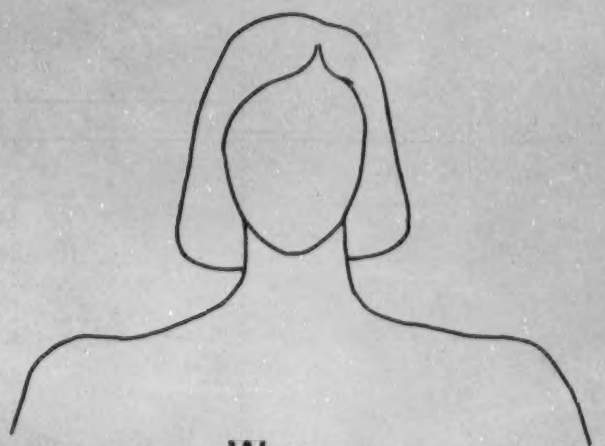
Broad Shoulders



Wrong

Right

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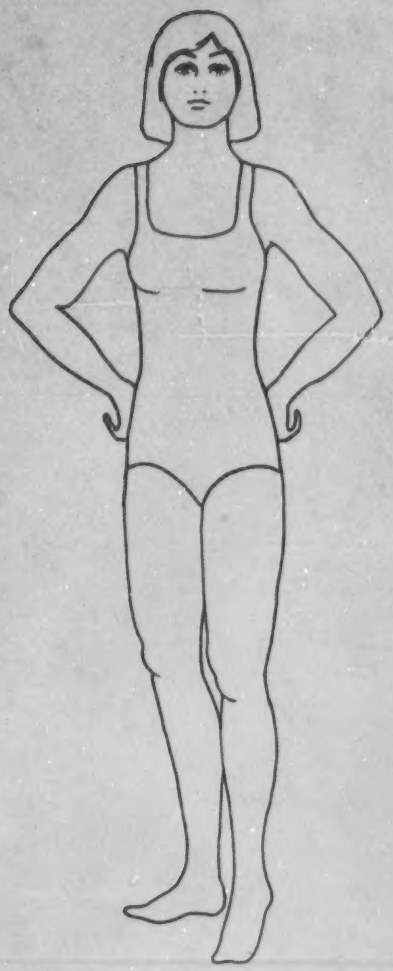
Muscular Figure



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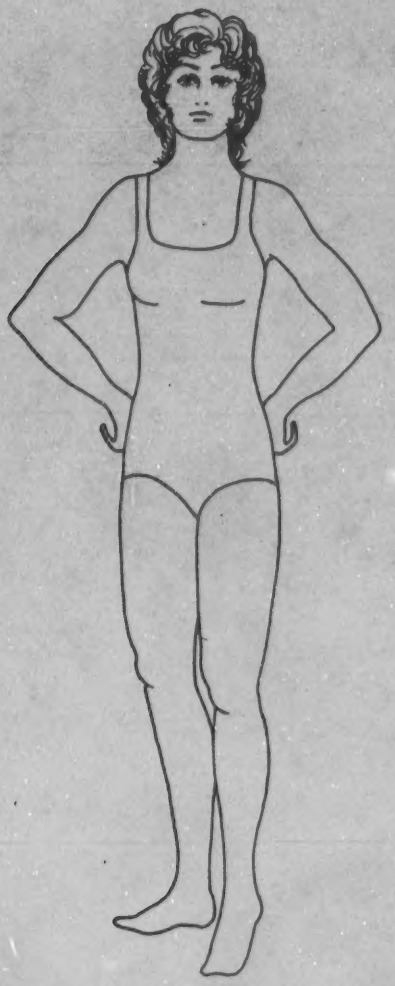

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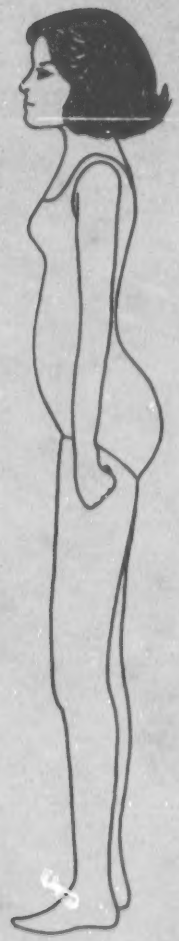
Swayback

Wrong



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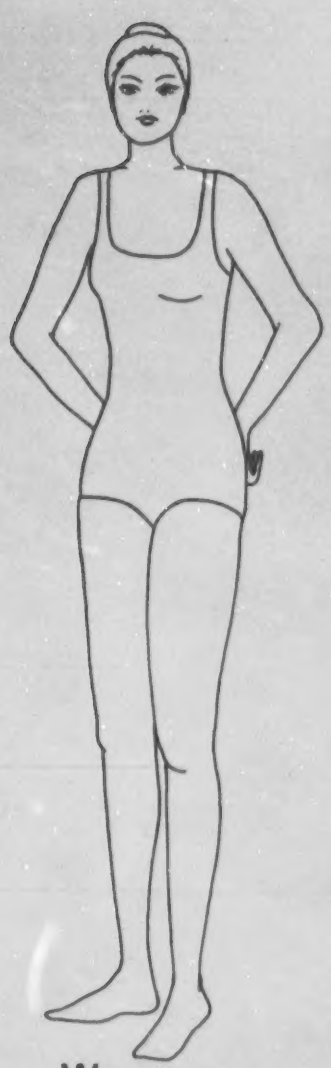
Tall Figure



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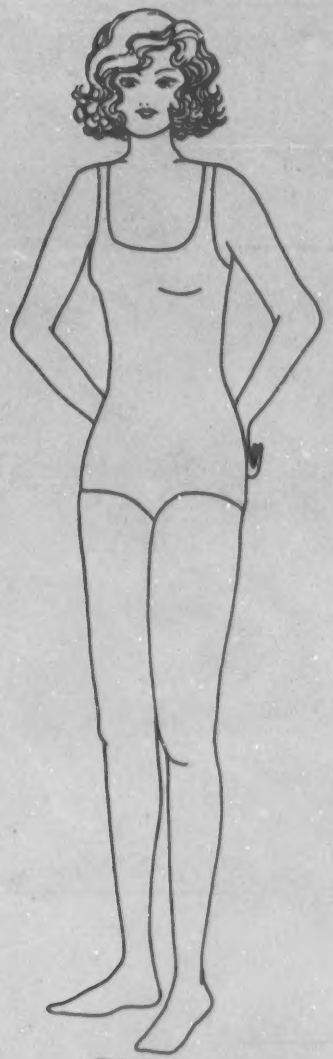

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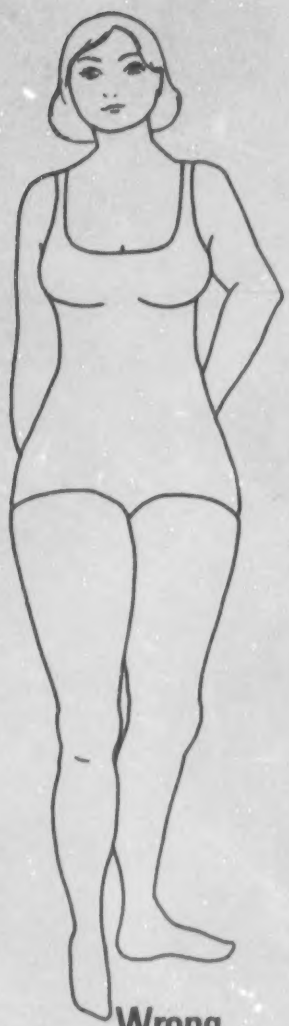
TM 11

Heavy Figure



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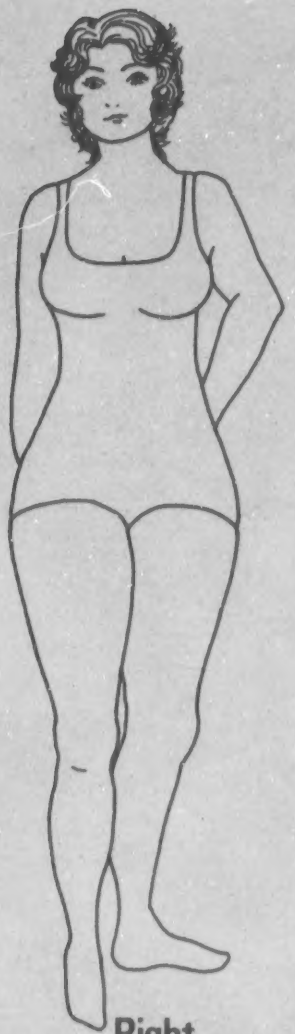


Right

PCP - 157-B

FACIAL SHAPES AND BODY STRUCTURES
UNIT IV

JOB SHEET #1--MEASURE FACIAL FEATURES

I. Implements and equipment

A. Ruler or scale

B. Pencil

C. Calipers (optional)

(CAUTION: Use extreme care when using calipers near the eyes.)

II. Procedure

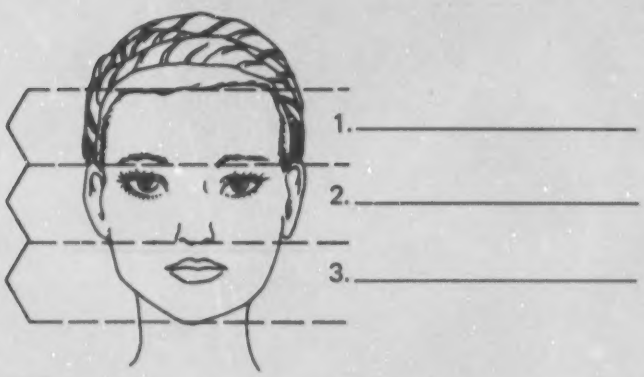
(NOTE: Use another student as a model for demonstrating this job sheet and note for further reference any facial areas that are not correctly proportioned.)

A. Wash hands

B. Measure model's face and divide head into three equal sections (Figure 1)

1. Measure from hairline to eyebrow line
2. Measure from eyebrow line to tip of nose
3. Measure from tip of nose to chin
4. Record model's measurements on the lines provided

FIGURE 1



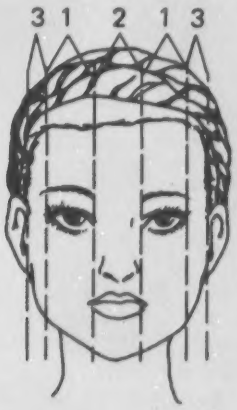
(NOTE: The measurements should be equal if the model's face is correctly proportioned.)

JOB SHEET #1

C. Measure and divide width of model's facial area into equal sections (Figure 2)

1. Measure width of each eye
2. Measure space between eyes
3. Measure temple area from eye to hairline on either side
4. Record model's measurements on the lines provided

FIGURE 2



1_____

2_____

3_____

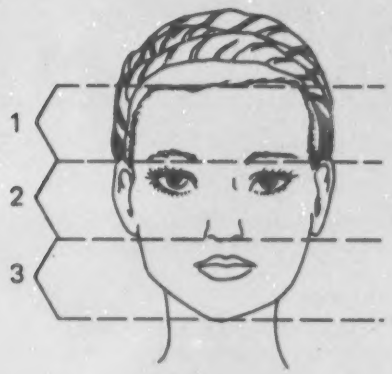
(NOTE: The width of the face should be five eyes wide from hairline to hairline.)

JOB SHEET #1

D. Measure model's nose length and width at the nostrils; write measurements on the lines provided (Figure 3)

(NOTE: The nose should begin in center of eyes and end at third horizontal line. The nostrils should be the width of one eye. The tip of nose should be centered between the eyes and the chin and should be equal to the center line measurement from eyebrow to tip of nose.)

FIGURE 3



Nose Length--_____

Nostril Width--_____

E. Divide model's facial area between lines two and three into three equal sections

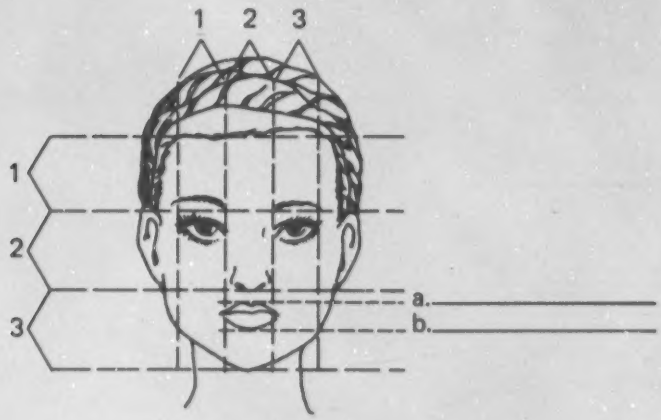
1. Measure from top of mouth to bottom of mouth

2. Measure from bottom of mouth to bottom of chin

JOB SHEET #1

3. Record the model's measurements on the lines provided

FIGURE 4

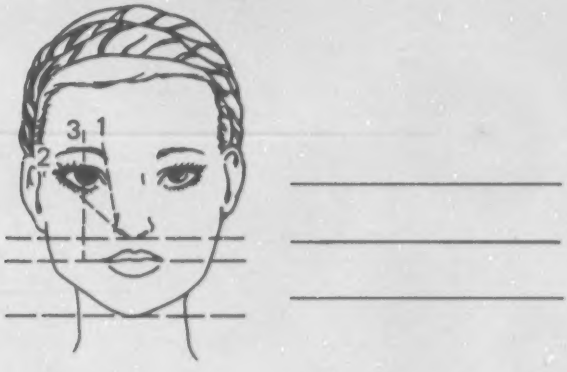


(NOTE: Mouth should be centered between the eyes. The corners of the mouth should be able to follow a straight line through the center of the eye.)

F. Measure eyebrows from a straight line from tip of nostril through inner corner of one eye and straight line from nostril through outer corner of the eye; note any incorrect proportions on the lines provided (Figure 5)

(NOTE: The high point of arch should be placed through center of eye.)

FIGURE 5



(NOTE: Check measurements and determine any problem areas. Formulate a corrective plan.)

FACIAL SHAPES AND BODY STRUCTURES
UNIT IV

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions.

_____a.	Outline of a curving or irregular figure	1.	Prominent
_____b.	Manner of arranging or styling the hair	2.	Concave
_____c.	Curved or rounded outward	3.	Oval
_____d.	Curved or rounded inward	4.	Asymmetrical
_____e.	Egg-shaped	5.	Volume
_____f.	Face as seen from a side view	6.	Contour
_____g.	Conspicuous; stands out beyond a surface or line	7.	Angular
_____h.	Reversed in position	8.	Coiffure
_____i.	Moving backward from an original position; decline in area covered	9.	Receding
_____j.	Project or stick out	10.	Convex
_____k.	Lack of proportion; uneven	11.	Protrude
_____l.	Having bones that are prominent from lack of plumpness	12.	Profile
_____m.	Bulk or mass; heavy area of a hairstyle	13.	Proportion
_____n.	Balance or symmetry	14.	Inverted

2. Identify the facial shapes illustrated below by writing the correct names in the blanks provided.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

3. Match the facial shapes on the right to the correct characteristics.

_____a. Face is balanced and has an overall look of symmetry; face is one and one-half times longer than the width across the brow area; chin is slightly more narrow than forehead area; face is five eyes wide at cheekbone area

_____b. Hairline area is almost straight across and the jawline is square and angular; cheekbones are not particularly prominent

_____c. Forehead area is very narrow; jawline has width and strength and appears much like a pyramid

_____d. Jawline is very narrow and the forehead area has width

_____e. Entire facial area is rounded from hairline to chin

_____f. Long, narrow face and cheeks appear to be hollow, almost rectangular in appearance

_____g. Forehead and chin areas are narrow; cheeks have width; face is angular; jaw and hairline measure approximately the same

_____h. Forehead area is extremely wide and chin area is narrow, almost to a point, and is usually soft rather than angular

1. Inverted triangle
2. Oblong
3. Pear shape
4. Oval
5. Round
6. Square
7. Uneven features
8. Heart shape
9. Diamond
10. Triangle

_____i. Forehead area is narrow and jaw and chinline are wide

_____j. Eyes, ears, nose, and lips may appear unbalanced or uneven

4. Identify the facial profiles illustrated below by writing the correct names in the blanks provided.

a. _____

b. _____

c. _____

d. _____

5. Match the facial profile shapes on the right to their correct characteristics.

_____a. Forehead and chin appear to extend almost equal distance when viewed from the side

_____b. Chin is prominent and profile is rounded inward

_____c. Forehead and chin recede with a prominent nose; face has a circular or rounded outward appearance

_____d. Chin or forehead may protrude

1. Convex
2. Unbalanced
3. Concave
4. Balanced

6. Identify the eight body structures that are used to determine hairstyles by placing the number of the structure in the blank next to the correct name.

_____a. Short neck

_____b. Long, thin neck

_____c. Broad hips

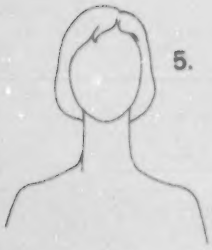
_____d. Broad shoulders

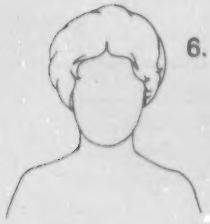
_____e. Muscular figure

_____f. Swayback

_____g. Tall figure

_____h. Heavy figure





7. Match the facial shapes on the right to the appropriate hairstyling.

_____a. Almost any style is acceptable

_____b. Shorter hair with a diagonal or off-centered part is advisable; some height is needed as well as some softness around jawline area; an asymmetrical look may be effective

_____c. Style hair away from forehead on one or both sides to add fullness to forehead area; style hair close at the sides and the jawline

_____d. Soft bangs at hairline are acceptable, but do not style hair full at forehead or temple area; fullness at neckline area will give chin a less pointed appearance

_____e. Avoid close or rounded hairstyles; a diagonal part may be effective; height is needed to make the face appear longer; style hair close in the nape area

_____f. Style hair close on top and with width at the sides; fullness over ears and neck is advisable

_____g. Style hair fuller at forehead and neck area; hair should be styled close on the sides

_____h. Style hair full at jawline and close in forehead area; asymmetrical design is acceptable

_____i. Style hair full in forehead area and leave a portion of forehead exposed; style close in the jawline area

_____j. Style hair in soft effect covering any areas that may protrude, if possible; the style may be governed by shape of face and corrective make-up may be needed to give further illusion of balance

1. Triangle
2. Round
3. Pear shape
4. Oblong
5. Uneven features
6. Heart shape
7. Oval
8. Inverted triangle
9. Diamond
10. Square

8. Match the facial profile shapes on the right to the appropriate hairstyles.

_____a. Fewer styling problems are found with this type of profile; almost any hairstyle will be acceptable

_____b. Style hair in front of ear; curls help soften the effect; direct hair ends toward a pleasing area of the face; keep the back hair close to head

_____c. Cover sloping forehead with casual bangs and expose ear area to make chin appear longer; direct hair ends away from problem area and expose good features

_____d. Cover protruding forehead with soft bangs; direct hair ends away from protruding chin

1. Balanced
2. Unbalanced
3. Concave
4. Convex

9. Match the body structures on the right to the appropriate hairstyles.

_____a. Style hair shorter with a V-shape in nape area; add height on top

_____b. Use fuller style with round or oval appearance and try to add width to offset slender neck

_____c. Style hair with fullness at the sides of the head in jawline area to add balance to hips

_____d. Style hair close to nape area; do not direct hair ends toward ends of shoulders; soft curls will make broad shoulders less masculine

_____e. Frame the face with soft curls or waves to add femininity

_____f. Add fullness at nape area to balance buttocks area

_____g. Avoid height on top of head; style hair medium to long; style fullness in jawline or chin area

_____h. Do not cut hair too short; hair should be styled with fullness in temple and side areas and some height on top; do not direct hair ends toward body problems

1. Swayback
2. Heavy figure
3. Broad shoulders
4. Broad hips
5. Long, thin neck
6. Muscular figure
7. Short neck
8. Tall figure

10. List the three major sections of the head.

a. _____

b. _____

c. _____

11. Discuss in writing the proportions of the ideal face.

a. General balance

1) Length of head is divided into three sections

a) _____

b) _____

c) _____

2) Width of head is divided into three sections

a) _____

b) _____

c) _____

3) Lower facial area is divided into three sections

a) _____

b) _____

c) _____

b. Specific balance

1) _____

2) _____

3) _____

4) _____

5) _____

_____

6) _____

_____

_____

_____

12. Demonstrate the ability to measure facial features.

(NOTE: If this activity has not been accomplished prior to the test, ask your instructor when it should be completed.)

FACIAL SHAPES AND BODY STRUCTURES
UNIT IV

ANSWERS TO TEST

1. a. 6
   b. 8
   c. 10
   d. 2
   e. 3
   f. 12
   g. 1
   h. 14
   i. 9
   j. 11
   k. 4
   l. 7
   m. 5
   n. 13

2. a. Uneven features
   b. Round
   c. Heart shape
   d. Inverted triangle
   e. Pear shape
   f. Triangle
   g. Diamond
   h. Square
   i. Oval
   j. Oblong

3. a. 4
   b. 6
   c. 10
   d. 1
   e. 5
   f. 2
   g. 9
   h. 8
   i. 3
   j. 7

4. a. Unbalanced
   b. Concave
   c. Convex
   d. Balanced

5. a. 4
   b. 3
   c. 1
   d. 2

6. a. 6
   b. 5
   c. 7
   d. 4
   e. 8
   f. 2
   g. 3
   h. 1

7. a. 7
   b. 10
   c. 1
   d. 8
   e. 2
   f. 4
   g. 9
   h. 6
   i. 3
   j. 5

8. a. 1
   b. 3
   c. 4
   d. 2

   a. 7
   b. 5
   c. 4
   d. 3
   e. 6
   f. 1
   g. 8
   h. 2

10. a. Crown and nape area
    b. Sides and top of head
    c. Face and bang area

11. a. General balance
        1) Length of head is divided into three sections
            a) From center hairline to lower part of eyebrows
            b) From eyebrow to tip of nose
            c) From tip of nose to bottom of chin
        2) Width of head is divided into three sections
            a) Width of right eye
            b) Width of left eye
            c) Space between eyes

3) Lower facial area is divided into three sections

a) Bottom of nose to center of lips should measure one-third of lower facial area

b) Center of lips to the base of the chin should cover two-thirds of lower face

c) Mouth should be centered between the eyes

b. Specific balance

1) Eyes should be located in center of head

2) Ears are located from line of eyebrow to lobes of nose

3) Lower lip is in the center between the tip of the nose and bottom of chin area

4) Width of nostrils should be the same as the distance between the eyes

5) Tip of nose should be centered between eyes and chin, and the nostrils should be the width of one eye

6) Full area of eyebrow should be in a vertical line with outer edge of nostril and the inside corner of the eye; end of the eyebrow should be in a straight line from nostril through outer edge of the eye; the highest point of arch begins at nostril line and follows a straight line through center of eye

12. Performance skills evaluated to the satisfaction of the instructor

SHAPINGS
UNIT V

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify the styling sections of the head and arrange in order the steps for finding natural parts and growth direction. The student should also be able to demonstrate how to make a shaping and wave. This knowledge will be evidenced by completion of job sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with shapings to the correct definitions.
2. Identify the styling sections of the head.
3. Match styling sections of the head to the correct functions.
4. List the purposes of a shaping.
5. Identify geometric lines used in hair shaping.
6. Discuss open and closed ends of a shaping.
7. Arrange in order the steps for establishing a natural part in hair.
8. Arrange in order the steps to finding natural hair growth direction.
9. Select from a list rules to observe when making shapings.
10. Demonstrate the ability to:
    a. Section head into five styling sections.
    b. Make a shaping.
    c. Make a wave.
    d. Make a C-shape.

SHAPINGS
UNIT V

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information sheet.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

(NOTE: Show examples when possible.)

F. Discuss information sheet.

G. Discuss and demonstrate procedures outlined in job sheets.

H. Provide pictures of current styles with definite shapings visible.

I. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Styling Sections of the Head

2. TM 2--Geometric Lines Used in Hair Shapings

D. Job sheets

1. Job Sheet #1--Section the Head into Five Styling Sections

2. Job Sheet #2--Make a Shaping

3. Job Sheet #3--Make a Wave

4. Job Sheet #4--Make a C-Shape

E. Test

F. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

B. Barrett, Dean. *The Van Dean Manual: Professional Techniques for Cosmetologists.* Rev. ed. Bronx, New York: Milady Publishing Corp., 1974.

C. Dalton, John. *The Professional Cosmetologist.* St. Paul, Minnesota: West Publishing Co., 1976.

D. Hays, Rufus V. *Co-Ed-Co (Continuing Education in Cosmetology).* 5855 Beverly, Mission, Kansas 66202.

SHAPINGS
UNIT V

INFORMATION SHEET

I. Terms and definitions

A. Clockwise (CLOCK-wise)--Movement in same direction as hands of clock

B. Counterclockwise (coun-ter-CLOCK-wise)--Movement in opposite direction as hands of clock

C. Vertical (VER-ti-cal)--Line moving in an up and down direction

D. Parallel (PAR-al-lel)--Lines extending in the same direction but never meeting

E. Horizontal (hor-i-ZON-tal)--Flat or level line parallel to the horizon

F. Hair direction (di-REC-tion)--Flow of entire strand of hair in the comb-out

G. Shaping--Clockwise or counterclockwise semi-circle combed into hair

H. Wave--Connecting shapings which alternate in direction

I. Base direction--Movement of hair from scalp which makes up first half of a shaping

J. Arc--Last half or movement of a shaping

K. Chevron (CHEV-ron)--Inverted **U** or **V** movement

L. Natural hair growth--Growth pattern of hair as determined by the shape of the follicle in the scalp

M. Rotate (RO-tate)--To move in a circular direction

N. Parallel vertical arc (PAR-al-lel VER-ti-cal)--Arc moving in a clockwise and counterclockwise movement

O. Recede (re-CEDE)--Move back or away from; to grow less

P. Occipital bone (oc-CIP-i-tal)--Protruding in crown area of head called the *knowledge bump*

Q. Convex (con-VEX)--Curved or rounded outward

R. Concave (con-CAVE)--Curved or rounded inward

INFORMATION SHEET

II. Styling sections of head (Transparency 1)

(NOTE: Knowing the five sections of the head and their proper location gives a foundation for all hairstyling. Note any differences while sectioning patron so that problem areas may be hidden by the proper styling.)

A. Top section

B. Right side

C. Left side

D. Crown section

E. Nape section

III. Styling sections of the head and their functions (Transparency 1)

A. Top section

1. Separates back from front

2. Determines depth of top area and height of crown

3. Allows for balance judgment when styling the hair

(NOTE: The top should be as wide as the height of each side.)

B. Right and left sides

1. Separate sides from back area

2. Allow for profile balance

(NOTE: The height of both sides should be equal to each other.)

C. Crown--Allows for correct profile, volume, and silhouette placement

(NOTE: The height of the crown should be about two-thirds of the entire back area.)

D. Nape--Allows for correct neckline hair placement when styling

IV. Purposes of a shaping

A. Aids in even distribution of hair during setting procedure

B. Forms base for pincurl

C. Guides roller placement

D. Forms fingerwaves

INFORMATION SHEET

E. Molds lines into shorter hair such as in the neckline area

F. Formulates design for hairstyle

V. Geometric lines used in hair shaping (Transparency 2)

A. Chevron

B. Horizontal

C. Parallel lines

D. 45° angle

E. Right angle or 90° angle

F. Arc

G. Vertical

H. Circle

I. Semi-circle

J. Clockwise movement

K. Counterclockwise movement

L. Parallel vertical arcs

M. Rectangle

N. Diagonal

VI. Open end and closed end of shaping

A. Open end

(NOTE: Direction of hair growth and position in which shaping will be placed determines the open end. The beginning of the shaping where the comb is first placed also determines the open end.)

1. Opposite the base direction

2. Concave portion of the shaping

(NOTE: Most sculpture sets should begin from the open end of a shaping.)

B. Closed end

1. Opposite end of shaping which forms a circular movement.

(NOTE: The closed end may be larger than the open end.)

2. Convex portion of a shaping

INFORMATION SHEET

VII. Establishing the natural part

A. Shampoo and towel dry hair

B. Stand behind patron and comb hair straight back, away from patron's face

C. Place palm of hand on crown area of the head and push the hair gently forward

(NOTE: If the hair has a natural part, it will separate when gently pushed from crown.)

D. Check for separations of hair and comb hair away from part on either side

(NOTE: If there are no natural parts in the hair, comb the hair in the same direction as the part is going to be and draw comb through hair to make parting.)

VIII. Natural hair growth direction

A. Shampoo and towel dry hair

(NOTE: The hair must be in a wet state to determine the direction of the natural growth.)

B. Stand behind patron and comb hair straight back, away from the face

C. Place palm of hand in crown area and gently move hair forward to find natural growth direction in front hairline area

INFORMATION SHEET

D. Comb hair in neckline area and allow the hair to fall naturally to determine natural growth direction

(NOTE: If hair is long, comb hair in neckline from right to left exposing the full neckline area to determine growth pattern.)

E. Comb sides of hair straight down and allow hair to fall naturally

IX. Rules to observe when making shapings

A. Locate natural part and growth in hair before beginning shapings

B. Distribute hair evenly throughout shaping

C. The comb placement will determine the width and angle of the shaping

D. The open end of the shaping will always be opposite the base direction

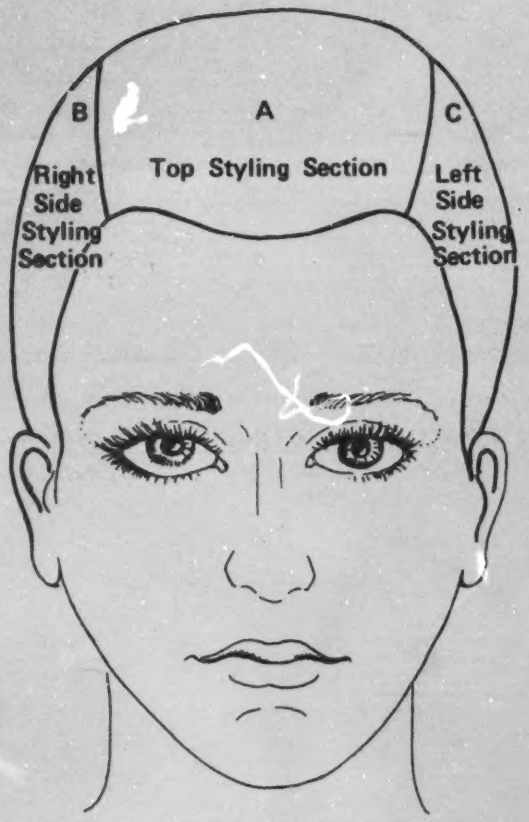
E. Work index finger and comb parallel with each other when making shapings

F. Shapings may be any angle or width and may be used in all sections of the head

G. Comb hair into hair direction and then into base direction when making a shaping

H. Use the proper amount of setting lotion to aid in molding the shapings

Styling Sections of the Head



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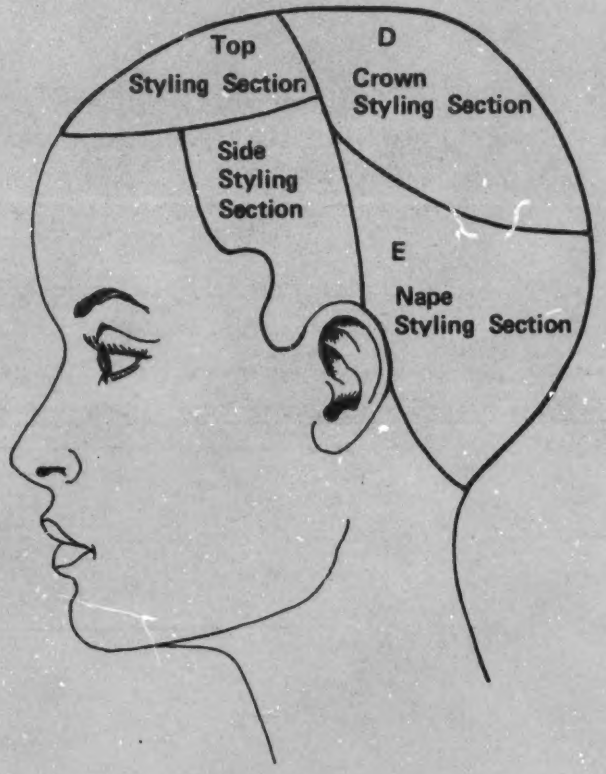

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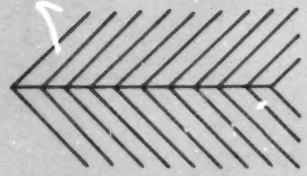
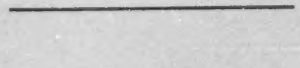
Geometric Lines Used in Hair Shapings

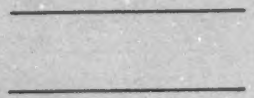


Chevron

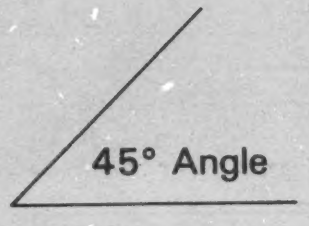


Horizontal

Parallel Lines

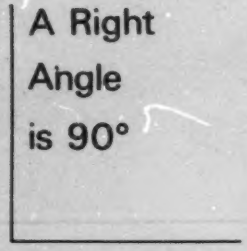


Parallel Lines

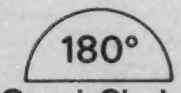


45° Angle

Arc

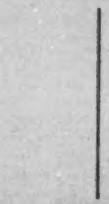


A Right Angle is 90°

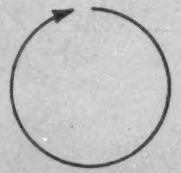


180° Semi-Circle

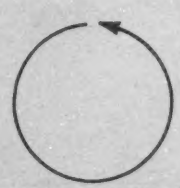
360° Circle



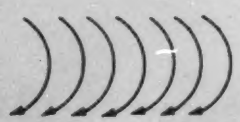
Vertical is Up and Down



Clockwise Movement

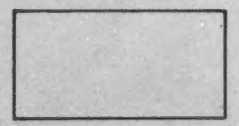


Counterclockwise Movement



Parallel Vertical Arcs Moving in Clockwise Direction

Parallel Vertical Arcs Moving in Counterclockwise Direction



Rectangle

Diagonal

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SHAPINGS
UNIT V

JOB SHEET #1--SECTION THE HEAD INTO FIVE STYLING SECTIONS

I. Implements and equipment
   - A. Styling combs, 2
   - B. Clips
   - C. Shampoo cape
   - D. Neck strip
   - E. Towel
   - F. Brush

II. Materials--Shampoo

III. Procedure
   - A. Wash hands
   - B. Drape patron
   - C. Brush and shampoo hair

     (NOTE: Hair may be saturated with water instead of shampooing.)
   - D. Remove tangles
   - E. Comb hair straight back, away from face
   - F. Place comb in straight line just behind ear (Figure 1)

FIGURE 1

JOB SHEET #1

G. Place second styling comb horizontally on top of head in direct line with vertical comb (Figure 2)

FIGURE 2

(NOTE: This determines the line dividing the top from the crown.)

H. Make slight parting to mark comb placement as the beginning of crown on top

I. Locate two areas on forehead above each eyebrow where the hair recedes (Figure 3)

FIGURE 3

JOB SHEET #1

J. Begin on front hairline on right side and at point where the hair recedes

1. Stand behind patron

2. Draw comb toward marked area in crown, using large teeth of comb (Figure 4)

FIGURE 4

K. Place comb on front hairline on left side where hairline recedes and draw comb back to beginning of crown (Figure 5)

FIGURE 5

JOB SHEET #1

L. Complete rectangle by slicing straight line from right parallel line to left parallel line (Figure 6)

FIGURE 6

(NOTE: Secure hair in each section in a circular effect. See Figure 7.)

FIGURE 7

JOB SHEET #1

M. Begin at right corner of top section and draw straight line down just behind the ear and secure with clip forward (Figure 8)

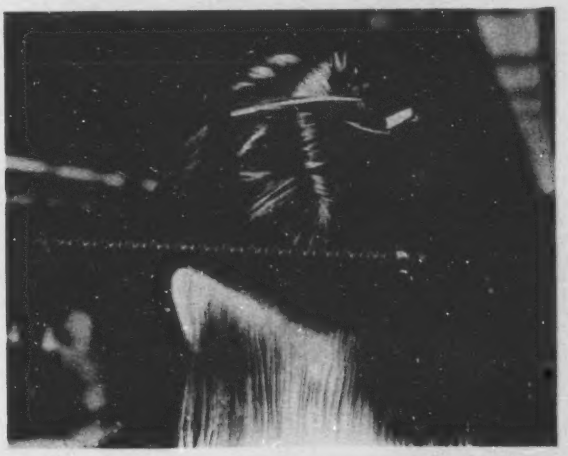
FIGURE 8

N. Draw comb from top corner of left side and clip forward

O. Begin bottom of crown section at top of right ear

P. Draw a line from ear to ear following occipital bone line and clip into circular effect (Figure 9)

FIGURE 9



(NOTE: Crown area should be a slight arc and should make up two-thirds of back area.)

JOB SHEET #1

Q. Comb hair in nape area straight down and then form circular effect; clip securely

(NOTE: This procedure should be practiced several times.)

R. Clean work area and sanitize implements

SHAPINGS
UNIT V

JOB SHEET #2--MAKE A SHAPING

I. Implements and equipment

A. Comb

B. Shampoo cape

C. Neck strip

D. Towel

II. Materials

A. Shampoo

B. Water bottle

C. Setting lotion

III. Procedure

(NOTE: Practice this procedure in crown area.)

A. Wash hands

B. Drape patron

C. Brush and shampoo

(NOTE: Hair must be wet to mold.)

D. Remove tangles

E. Comb hair straight back away from the face

F. Section sides and top using styling sections

(NOTE: The exercise for shaping practice will be done on the crown area; however, remember that shapings may be made on any section of the head.)

G. Apply setting lotion

JOB SHEET #2

H. Prepare crown area by moving the hair forty-five degrees to the right of the hair direction (Figure 1)

FIGURE 1

(NOTE: This movement prepares the base direction.)

I. Place comb at open end of shaping (Figure 2)

FIGURE 2

(NOTE: The open end of the shaping is opposite the base direction.)

JOB SHEET #2

J. Place comb flat on hair with teeth pointing in an upward position (Figure 3)

FIGURE 3

(NOTE: The center of the shaping is determined by comb placement and the point at which the hair changes directions. The direction of the shaping will always follow the angle of the comb.)

K. Place finger parallel with the teeth of the comb (Figure 4)

FIGURE 4

JOB SHEET #2

L. Rotate comb until teeth are pointing downward forcing comb down to scalp (Figure 5)

FIGURE 5

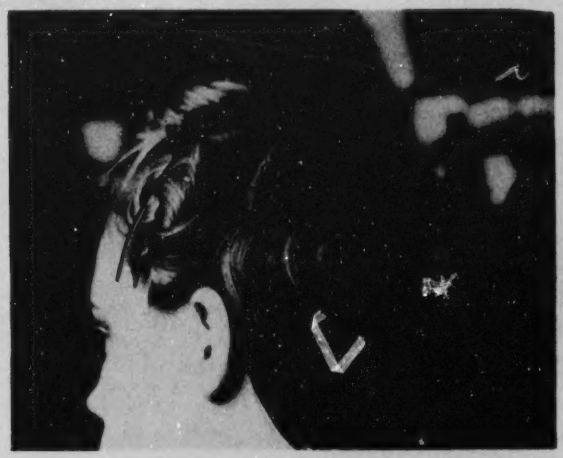
M. Move comb to the left, placing a semi-circle in the base direction and forming a chevron (Figure 6)

FIGURE 6

JOB SHEET #2

(NOTE: The open end of the shaping should be visible at this point. See Figure 7.)

FIGURE 7



N. Complete shaping across crown area

1. Place comb
2. Place finger
3. Rotate comb
4. Move hair into arc (Figure 8)

FIGURE 8

O. Practice making a shaping several times

P. Clean work area and sanitize implements

SHAPINGS
UNIT V

JOB SHEET #3--MAKE A WAVE

I. Implements and equipment

A. Comb

B. Shampoo cape

C. Neck strip

D. Towel

II. Materials

A. Shampoo

B. Water bottle

C. Setting lotion

III. Procedure

(NOTE: Practice this procedure in the crown area.)

A. Wash hands

B. Drape patron

C. Brush and shampoo hair

(NOTE: If shampoo is not given, hair must be thoroughly saturated with water. Hair must be wet to break down bonds so that the hair can be molded. Bonds will reform during drying process.)

D. Remove tangles

E. Comb hair straight back, away from face

F. Section sides and top using styling sections

G. Apply setting lotion

H. Prepare crown area, moving the hair forty-five degrees at a right angle of the hair direction

I. Place comb at open end of shaping with teeth of comb pointing upward

J. Place finger parallel to comb

K. Rotate comb until teeth of comb are pointing downward and comb is forced onto scalp

JOB SHEET #3

L. Move comb to left, placing a semi-circle in the base direction and forming a chevron

(NOTE: Move comb to the left if base direction is clockwise.)

M. Complete shaping across crown area

1. Place comb
2. Place finger
3. Rotate comb
4. Move hair into chevron
5. Comb hair under base direction into original hair direction (Figure 1)

FIGURE 1

N. Place comb flat against the hair at bottom of shaping and comb hair into base direction to the left

(NOTE: The open end will be opposite of the first movement.)

JOB SHEET #3

O. Place comb where center of shaping is to be (Figure 2)

FIGURE 2

P. Place finger parallel over teeth of comb and rotate comb

Q. Move hair to the right (Figure 3)

FIGURE 3

(NOTE: Move hair to the right if arc is counterclockwise.)

R. Continue movements to complete wave formation

1. Place comb
2. Place finger
3. Rotate comb

JOB SHEET #3

4. Move hair

5. Comb hair under arc into original hair direction (Figure 4)

FIGURE 4

(NOTE. The wave may be clockwise and counterclockwise or vice versa, depending on the natural hair growth.)

S. Continue wave formation until entire back of head is molded into parallel vertical arcs

(NOTE: This procedure should be practiced several times.)

T. Clean work area and sanitize implements

SHAPINGS
UNIT V

JOB SHEET #4--MAKE A C-SHAPE

I. Implements and equipment

A. Comb

B. Shampoo cape

C. Neck strip

D. Towel

II. Materials

A. Shampoo

B. Water bottle

C. Setting lotion

III. Procedure

(NOTE: Practice this procedure on sides of head.)

A. Wash hands

B. Drape patron

C. Brush and shampoo hair

(NOTE: If shampoo is not given, thoroughly saturate hair with water. Hair must be wet to break down bonds so that the hair can be molded. Bonds will reform during drying process.)

D. Remove tangles

E. Comb hair straight back, away from face

F. Section hair, using styling sections and leaving sides free

G. Apply setting lotion to right side of head

(NOTE: The right side should be determined by standing behind head.)

JOB SHEET #4

H. Prepare right side for shaping by directing the hair in a shallow semi-circle toward the face (Figure 1)

FIGURE 1

I. Locate portion of hair at hairline that grows farthest onto face to use as a guide (Figure 2)

(NOTE: Portion of hairline that grows farthest onto face should be centered in the semi-circle.)

FIGURE 2

JOB SHEET #4

J. Stand directly in front of area to be shaped and place large teeth of comb at guide on hairline, moving comb through hair at forty-five degrees away from hairline (Figure 3)

FIGURE 3

(NOTE: Large teeth of comb will point downward.)

K. Place index finger on shaping at forty-five degree angle using guide at hairline; hold firmly (Figure 4)

FIGURE 4

JOB SHEET #4

L. Comb hair under index finger sharply toward hairline using large teeth of comb to complete C-shape (Figure 5)

FIGURE 5

M. Smooth hair evenly with small teeth of comb if needed

N. Comb hair on left side into shallow semi-circle toward face (Figure 6)

FIGURE 6

JOB SHEET #4

O. Locate area on left side of head where hair growth is farthest onto hairline to use as guide (Figure 7)

FIGURE 7

P. Stand directly in front of area to be shaped and place large teeth of comb at guide on hairline, moving comb through hair at forty-five degrees away from hairline (Figure 8)

FIGURE 8

(NOTE: Large teeth of comb should be pointing downward.)

JOB SHEET #4

Q. Place index finger on shaping at forty-five degree angle using guide at hairline; hold firmly (Figure 9)

FIGURE 9

R. Comb hair under index finger sharply toward hairline, using large teeth of comb to complete C-shape

S. Smooth hair evenly with small teeth of comb if needed

(NOTE: Practice C-shape on each side of the head several times.)

T. Clean work area and sanitize implements

SHAPINGS
UNIT V

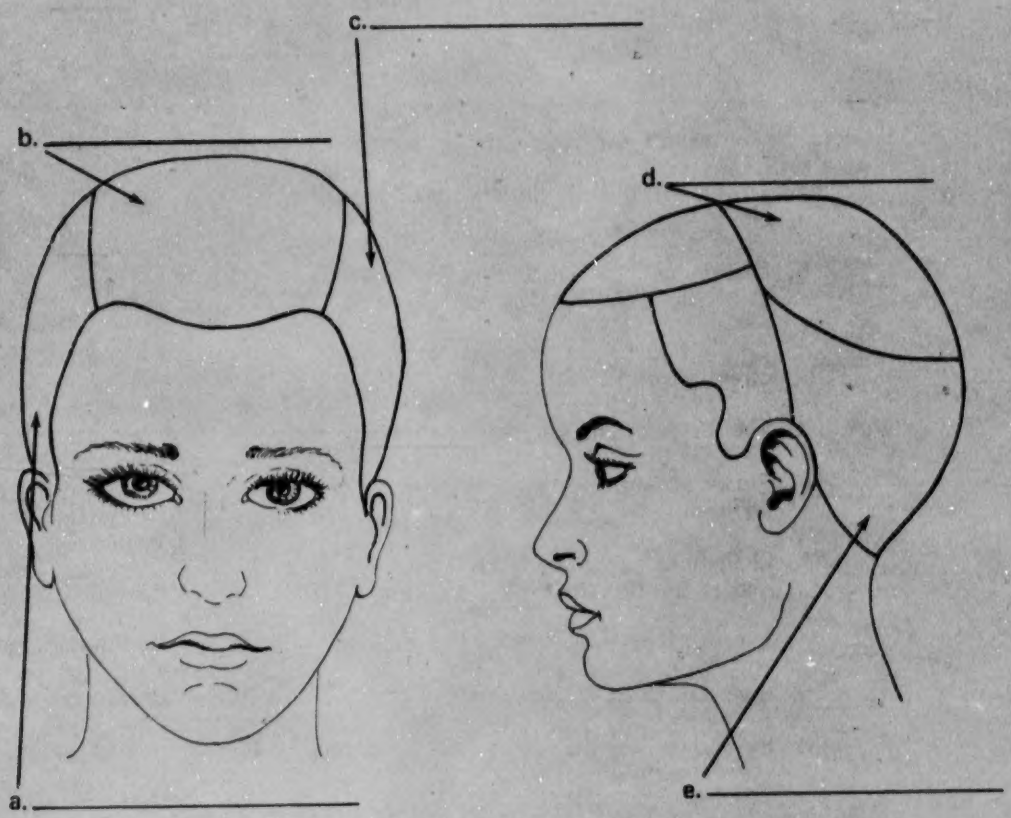
TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions.

_____a.	Movement in same direction as hands of clock	1.	Chevron
_____b.	Movement in opposite direction as hands of clock	2.	Rotate
_____c.	Line moving in an up and down direction	3.	Recede
_____d.	Flat or level line parallel to the horizon	4.	Parallel
_____e.	Flow of entire strand of hair in the comb-out	5.	Occipital bone
_____f.	Movement of hair from scalp which makes up first half of a shaping	6.	Concave
_____g.	Last half or movement of a shaping	7.	Parallel vertical arc
_____h.	Inverted U /or V movement	8.	Base direction
_____i.	Extending in the same direction but never meeting	9.	Counterclockwise
_____j.	Growth pattern of hair as determined by the shape of the follicle in the scalp	10.	Convex
_____k.	To move in a circular direction	11.	Hair direction
_____l.	Arc moving in a clockwise and counterclockwise movement	12.	Vertical
_____m.	Move back or away from; to grow less	13.	Natural hair growth
_____n.	Protruding bone in crown area of head called the *knowledge bump*	14.	Wave
_____o.	Curved or rounded outward	15.	Clockwise
_____p.	Curved or rounded inward	16.	Arc
_____q.	Clockwise or counterclockwise semi-circle combed into hair	17.	Horizontal
_____r.	Connecting shapings which alternate in direction	18.	Shaping

2. Identify the styling sections of the head illustrated below by writing the correct names in the blanks provided.



3. Match the styling sections on the right to the correct functions.

_____a. Separates back from front; determines depth of top area and height of crown; allows for balance judgment when styling the hair

_____b. Separates sides from back area; allows for profile balance

_____c. Allows for correct profile, volume, and silhouette placement

_____d. Allows for correct neckline hair placement when styling

1. Right and left sides
2. Nape
3. Top
4. Crown

4. List six purposes of a shaping.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

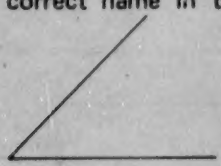
e. _____

_____

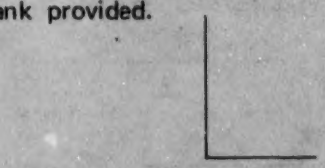
f. _____

_____

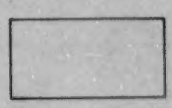
5. Identify the geometric lines used in hair shaping illustrated below by writing the correct name in the blank provided.



a. _____



b. _____



c. _____

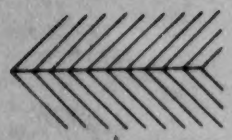
d. _____

e. _____

f. _____

g. _____

h. _____

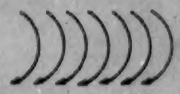


i. _____

j. _____

k. _____

l. _____



m. _____

n. _____

6. Discuss open and closed ends of a shaping.

a. Open end--_____

_____

_____

_____

b. Closed end--_____

_____

_____

_____

7. Arrange in order the steps for establishing a natural part in hair by placing a "1" in front of the first step, a "2" in front of the second step, and so on.

_____a. Stand behind patron and comb hair straight back, away from patron's face

_____b. Check for separations of hair and comb hair away from part on either side

_____c. Shampoo and towel dry hair

_____d. Place palm of hand on crown area of the head and push the hair gently forward

8. Arrange in order the steps for finding natural hair growth direction by placing a "1" in front of the first step, a "2" in front of the second step, and so on.

_____a. Shampoo and towel dry hair

_____b. Comb sides of hair straight down and allow hair to fall naturally

_____c. Comb hair in neckline area and allow the hair to fall naturally to determine natural growth direction

_____d. Place palm of hand in crown area and gently move hair forward to find natural growth direction in front hairline area

_____e. Stand behind patron and comb hair straight back away from the face

9. Select from the list below the rules to observe when making shapings by placing an "X" in the blanks next to the correct statements.

_____a. The closed end of the shaping will always be opposite the base direction

_____b. Locate natural part and growth in hair before beginning shapings

_____c. Distribute hair evenly throughout shaping

_____d. Comb hair in opposite hair direction and then into base direction when making a shaping

_____e. The comb placement will determine the width and angle of the shaping

_____f. The open end of the shaping will always be opposite the base direction

_____g. Work index finger and comb parallel with each other when making shapings

_____h. Shapings may be any angle or width and may be used in all sections of the head

_____i. Work index finger and comb at right angle to each other when making shapings

_____j. Comb hair into hair direction and then into base direction when making a shaping

_____k. Comb placement determines only the width of the shaping

_____l. Use the proper amount of setting lotion to aid in molding the shapings

10. Demonstrate the ability to:

    a. Section head into five styling sections.

    b. Make a shaping.

    c. Make a wave.

    d. Make a C-shape.

    (NOTE: If these activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

SHAPINGS
UNIT V

ANSWERS TO TEST

1. a. 15
   b. 9
   c. 12
   d. 17
   e. 11
   f. 8
   g. 16
   h. 1
   i. 4
   j. 13
   k. 2
   l. 7
   m. 3
   n. 5
   o. 10
   p. 6
   q. 18
   r. 14

2. a. Right side
   b. Top section
   c. Left side
   d. Crown
   e. Nape

3. a. 3
   b. 1
   c. 4
   d. 2

4. a. Aids in even distribution of hair during setting procedure
   b. Forms base for pincurl
   c. Guides roller placement
   d. Forms fingerwaves
   e. Molds lines into shorter hair such as in the neckline area
   f. Formulates design for hairstyle

5. a. 45° angle
   b. Right angle or 90° angle
   c. Rectangle
   d. Vertical
   e. Horizontal
   f. Parallel lines
   g. Clockwise movement
   h. Diagonal
   i. Chevron
   j. Arc
   k. Circle
   l. Semi-circle
   m. Counterclockwise movement
   n. Parallel vertical arcs

6. a. Opposite the base direction; concave portion of the shaping
   b. Opposite end of shaping which forms a circular movement; convex portion of a shaping

7. a. 2
   b. 4
   c. 1
   d. 3

8. a. 1
   b. 2
   c. 4
   d. 3
   e. 2

9. b, c, e, f, g, h, j, l

10. Performance skills evaluated to the satisfaction of the instructor

PIN CURLS
UNIT VI

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify implements used to form pin curls, the parts of a pin curl, and types of pin curls. The student should also be able to demonstrate the ability to form pin curls. This knowledge will be evidenced by completion of job sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with pin curls to the correct definitions.
2. Identify parts of a pin curl.
3. Match parts of a pin curl to the correct functions.
4. Identify types of pin curl stems.
5. Match types of pin curl stems to the correct functions.
6. Discuss pin curl stems in relation to the pick-up line.
7. Identify types of pin curls.
8. Match types of pin curls to the correct functions.
9. Identify bases used in forming a pin curl.
10. Match bases used in forming a pin curl to the correct functions.
11. Identify implements used to form a pin curl.
12. Match implements used to form a pin curl to the correct functions.
13. Select from a list rules to observe while forming a pin curl.
14. Demonstrate the ability to:
    a. Place sculpture curls in a shaping.
    b. Place stand-up curls for volume.
    c. Form flare curls.

d. Place ridge curls in set.

e. Place curved or C-base curls in a shaping.

f. Form a skip wave.

g. Form a brush wave.

h. Complete a basic set using various types of pin curls.

PIN CURLS
UNIT VI

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Make transparencies.

C. Provide student with information sheet.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

(NOTE: Show examples when possible.)

F. Discuss information sheet.

G. Show high-fashion or trend hairstyles that have been set using pin curls only.

H. Present mock demonstration of pin curl.

1. Cut strip of paper 12.7 mm (1/2 inch) wide and 15.24 cm (6 inches) long for each student.

(NOTE: A ribbon may be used.)

2. Ask each student to draw the base, stem, and circle on their paper and refer to it as a strand of hair.

3. Grasp the strand at the base with the thumb and index finger.

4. Wrap strand slowly and smoothly around finger being careful not to crease or bend paper.

(NOTE: Be sure to wrap strand away from you.)

5. Release strand and a nice smooth circle should be formed.

(NOTE: This demonstration allows the student to receive a basic idea of the wrapping of a pin curl.)

I. Demonstrate how to form the three stems of pin curls (no-stem, half-stem, full-stem) and show where each lies in relation to the pick-up line.

J. Discuss and demonstrate procedures outlined in the job sheets.

K. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Parts of a Pin Curl
2. TM 2--Pin Curl Stems
3. TM 3--Types of Pin Curls
4. TM 4--Bases Used in Forming a Pin Curl
5. TM 5--Implements Used to Form a Pin Curl

D. Job sheets

1. Job Sheet #1--Place Sculpture Curls in a Shaping
2. Job Sheet #2--Place Stand-up Curls for Volume
3. Job Sheet #3--Form Flare Curls
4. Job Sheet #4--Place Ridge Curls in Set
5. Job Sheet #5--Place Curved or C-Base Curls in Shaping
6. Job Sheet #6--Form a Skip Wave
7. Job Sheet #7--Form a Brush Wave
8. Job Sheet #8--Complete Basic Set Using Various Types of Pin Curls

E. Test

F. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

B. Kibbe, Constance V. *Standard Textbook of Cosmetology.* Bronx, New York: Milady Publishing Corp., 1972.

C. Dalton, John. *The Professional Cosmetologist.* St. Paul, Minnesota: West Publishing Co., 1976.

D. Hays, Rufus V. *Co-Ed-Co (Continuing Education in Cosmetology).* 5855 Beverly, Mission, Kansas 66202.

PIN CURLS
UNIT VI

INFORMATION SHEET

I. Terms and definitions

A. Carve--Action produced with a comb when following the center of shaping and sectioning small amount of hair for a pin curl

B. Sculpture curl (SCULP-ture)--Pin curl carved from shaping

C. Base direction--Movement of hair from scalp to make up first half of a shaping

D. Hair direction--Flow of entire hair strand in comb-out

E. Parallel (par-al-LEL)--Extending in same direction but never meeting

F. Horizontal (hor-i-ZON-tal)--Flat or level line parallel to the horizon

G. Vertical (VER-ti-cal)--Line moving in an up and down direction

H. Obliquely (o-BLIQUE-ly)--At a 45° angle

I. Diagonal--Obliquely from the vertical; from angle to angle

J. Mobility (mo-BIL-i-ty)--Amount of tightness or firmness allowed by stems of pin curls

K. Arc--Last half or movement of a shaping

L. Clockwise--Movement in same direction as hands of clock

M. Counterclockwise--Movement in opposite direction as hands of clock

N. Ribboning--Combing hair in a circular manner to complete a curl and causing the bonds to temporarily create a better circular form

(NOTE: The ribboning effect on the hair is much like drawing the edge of scissors against a piece of wrapping ribbon.)

O. Pick-up line--Parting made by comb when sectioning for a pin curl; determines the type of pin curl stem

P. Volume--Lift or height created in hairstyle

Q. Forward curl--Clockwise pin curl

R. Semicircle--Arc extending half of 360°

INFORMATION SHEET

S. Reverse curl--Counterclockwise pin curl

T. Staggered--Uneven rows; not in a straight line

II. Parts of a pin curl (Transparency 1)

A. Base

B. Stem

C. Circle

(NOTE: The circle may also be called the *curl*.)

III. Parts of a pin curl and their functions (Transparency 1)

A. Base--Determines movement or direction of the hair as it leaves the scalp to form a semicircle

B. Stem--Determines whether curl will be horizontal, vertical, or diagonal and also determines strength or mobility of curl

C. Circle--Determines tightness or looseness of a curl

IV. Pin curl stems (Transparency 2)

A. No-stem

B. Half-stem

C. Full-stem

(NOTE: The full-stem may also be referred to as a *long stem*.)

V. Pin curl stems and their functions (Transparency 2)

A. No-stem--Produces tightest curl with the least mobility

B. Half-stem--Produces some mobility and tightness in curl

C. Full-stem--Produces a loose curl with the greatest mobility

VI. Pin curl stems in relation to the pick-up line (Transparency 2)

A. No-stem--Rests ABOVE the pick-up line

B. Half-stem--Rests ON the pick-up line

C. Full-stem--Rests BELOW the pick-up line

(NOTE: The line of pick-up determines the type of stem.)

INFORMATION SHEET

VII. Types of pin curls (Transparency 3)

A. Sculpture

B. Flare

C. Stand-up

(NOTE: The stand-up curl may also be referred to as *stand-away, cascade,* or *barrel* curls.)

D. Ridge

E. Curved or C-base

F. Skip wave

G. Fill-in

VIII. Types of pin curls and their functions (Transparency 3)

A. Sculpture--Produces a soft, natural, predictable type curl

(NOTE: Sculpture curls are also called *pivot* or *pin curls*.)

B. Flare--Produces volume with definite direction

C. Stand-up--Creates height or volume while moving away from the head

D. Ridge--Produces a loose, casual wave

E. Curved or C-base--Produces soft, natural curl

F. Skip wave--Produces wide, smooth flowing, vertical wave when alternating fingerwaves or shapings and sculpture curls are used

G. Fill-in--Places direction and blends areas between shapings

IX. Bases used in forming a pin curl (Transparency 4)

A. Triangular

B. Square

C. Rectangular

INFORMATION SHEET

X. Pin curl bases and their functions

A. Triangular--Prevents breaks or splits in hairstyle

(NOTE: Triangular-based partings are usually recommended for the front hairline.)

B. Square--Produces even wave pattern with long-lasting results

(NOTE: Square bases may be used on any area of the head and should be staggered to prevent splits or breaks in the hairstyle.)

C. Rectangular--Produces smooth, uplifting or upsweeping effect

(NOTE: Rectangular bases are usually recommended for flare curls. They are usually used on the side and front hairline area. Pin curls should overlap each other to prevent breaks or splits in the hairstyle.)

XI. Implements used to form a pin curl (Transparency 5)

A. Combs

1. Rattail
2. Styling
3. Color (tangle)

(NOTE: The color comb is also called a *tangle comb*.)

B. Clips

1. Single-prong
2. Double-prong

(NOTE: Other implements such as bobby pins or hairpins may also be used to hold pin curls in place.)

XII. Implements used to form pin curl and their functions

A. Combs

1. Rattail--Carves sculpture curls from shapings or divides hair into sections
2. Styling--Combs completely through hair to scalp when large teeth are used; smooths hair when small teeth are used

(NOTE: The styling comb is an all-purpose comb and may be used for all services except application of chemical relaxer.)

INFORMATION SHEET

3. Color (tangle)--Removes tangles

(NOTE: The color comb is also used to comb tints through hair and to apply chemical relaxer.)

B. Clips

1. Single-prong--Avoids leaving a crease in the hair when correctly placed in the pin curl

2. Double-prong--Holds thicker hair or larger sections firmly

(NOTE: The size of the clip should be governed by the size of the curl.)

XIII. Rules to observe while forming a pin curl

A. Anchor clips in such a manner that they do not interfere with the rest of the setting procedure

(NOTE: Pin curls are usually anchored across the base.)

B. Avoid placing clip through center of pin curl to prevent indentations or creases

C. Avoid touching clips next to skin during drying process to prevent burns

D. Place pin curls in the center of the shaping

E. Begin pin curl placement at open end of shaping to prevent tearing down of shaping

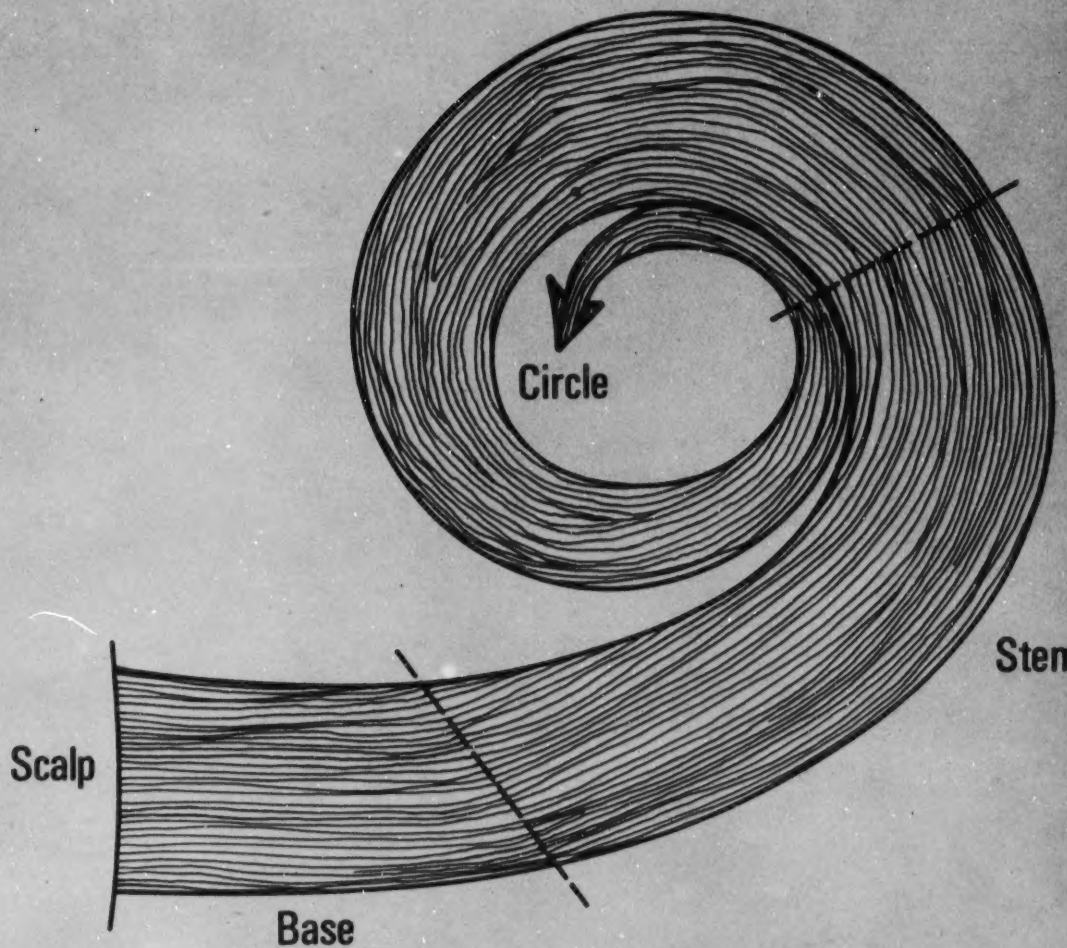
F. Place sculpture curls in a shaping

G. Ribbon hair before completing pin curl

H. Place pin curls evenly and make sure they are uniform in size

I. Make sure each pin curl forms a smooth S-curve without any twists or crimps

Parts of a Pin Curl



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TM 1

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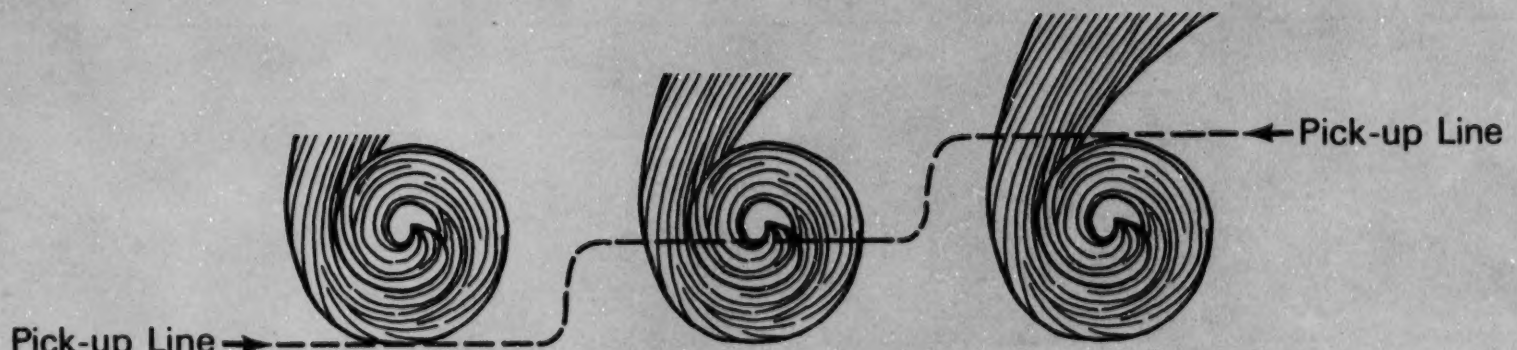
Pin Curl Stems



Types of Pin Curls

Sculpture

Flare

Stand-Up

Ridge

Curved or
C-Base

Skip Wave

Fill-In

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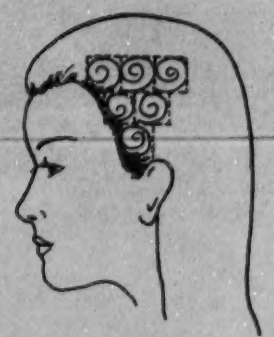
Bases Used in Forming a Pin Curl

Rectangular



Square

Triangular

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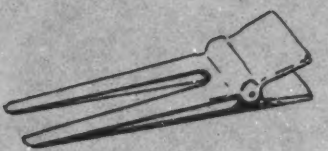
Implements Used to Form a Pin Curl

Single-Prong Clip



Double-Prong Clip

Styling Comb

Rattail Comb

Color Comb
(Tangle)

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PIN CURLS
UNIT VI

JOB SHEET #1--PLACE SCULPTURE CURLS IN A SHAPING

I. Implements and equipment

A. Comb

B. Clips

C. Shampoo cape

D. Towel

E. Neck strip

F. Brush

II. Materials

A. Setting lotion

B. Water bottle

C. Shampoo

III. Procedure

A. Wash hands

B. Drape patron

C. Brush and shampoo hair

D. Remove tangles from hair

E. Section hair into styling sections, leaving crown and nape area free

F. Apply setting lotion

(NOTE: If hair needs to be rewet during the setting procedure, use water only.)

G. Place base direction into hair

JOB SHEET #1

H. Locate open end of shaping after completing first half of shaping across entire top of crown (Figure 1)

FIGURE 1

I. Locate center of shaping at open end (Figure 2)

FIGURE 2

(NOTE: The center of a shaping is the point where the hair changes direction.)

J. Place index finger just above center of shaping and hold firm

(NOTE: If shaping is clockwise, use the left hand to form curl; if shaping is counterclockwise, use the right hand to form the curl.)

JOB SHEET #1

K. Carve a diagonal parting using large teeth of comb and slice out small portion of hair from center of shaping (Figure 3)

FIGURE 3

L. Remove index finger from center of shaping and grasp strand at base, using the thumb and index finger and being careful not to disturb shaping

(NOTE: Avoid lifting strand of hair straight up from head or shaping will be destroyed.)

M. Ribbon strand of hair between thumb and small teeth of comb, being sure to keep a firm grip at base of strand with opposite hand (Figure 4)

FIGURE 4

JOB SHEET #1

N. Grasp ends of strand and turn toward the inside to form a circle (Figure 5)

FIGURE 5

(NOTE: If hair is longer, it may be necessary to wrap the hair strand around the index finger over and away from you, slide circle from finger, and place the circle in the shaping.)

O. Place circle on pick-up line to form a half-stem pin curl (Figure 6)

FIGURE 6

(NOTE: Form stem and circle to produce the type of curl or movement desired.)

JOB SHEET #1

P. Clip circle through its base for a firm hold (Figure 7)

FIGURE 7

Q. Repeat procedure until the entire shaping has been pin curled

1. Place index finger over center of shaping
2. Slice down diagonally
3. Grasp base with thumb and index finger
4. Ribbon strand
5. Turn ends inward
6. Place on pick-up line

   (NOTE: Pin curl placement may vary with desired style.)
7. Clip

JOB SHEET #1

R. Continue procedure, alternating rows of pin curls to form a wave pattern (Figure 8)

FIGURE 8

S. Practice procedure several times

T. Clean work area and sanitize implements

PIN CURLS
UNIT VI

JOB SHEET #2-PLACE STAND-UP CURLS FOR VOLUME

I. Implements and equipment

A. Comb

B. Clips

C. Shampoo cape

D. Towel

E. Neck strip

F. Brush

II. Materials

A. Setting lotion

B. Water bottle

C. Shampoo

III. Procedure

(NOTE: Stand-up curls are recommended for the top and crown area of the head for volume.)

A. Wash hands

B. Drape patron

C. Brush and shampoo hair

D. Remove tangles

JOB SHEET #2

E. Pre-plan style to be set

Example: Half-bang or winged bang (Figure 1)

FIGURE 1

Half-bang

Winged bang

F. Apply setting lotion

(NOTE: If hair needs to be rewet during the setting procedure, use water only.)

G. Comb hair back away from hairline

H. Comb in design

Example: If a half-bang is to be worn, comb hair into the direction that the half-bang will be placed

I. Carve out small amount of hair using triangular parting; comb straight up and away from head

(NOTE: The height that the strand is held will depend on amount of volume desired.)

JOB SHEET #2

J. Turn ends of strand over, forming a circle, and roll down and under (Figure 2)

FIGURE 2

(NOTE: The size of the completed curl will be determined by the size of the circle formed.)

K. Place curl on scalp in relation to pick-up line

(NOTE: Place circle on pick-up line for half-stem effect or according to desired volume.)

L. Clip circle through base to secure firmly (Figure 3)

FIGURE 3

JOB SHEET #2

(NOTE: Cotton may be placed inside the circle to prevent distortion of the curl during drying. See Figure 4.)

FIGURE 4

M. Continue placing stand-up curls in shaping where volume is needed in hairstyle

(NOTE: When larger amounts of hair are used to make stand-up curls, they should be referred to as *barrel curls* or *cascade curls*.)

N. Practice procedure several times

O. Clean work area and sanitize implements

PIN CURLS
UNIT VI

JOB SHEET #3-FORM FLARE CURLS

I. Implements and equipment

A. Comb

B. Clips

C. Shampoo cape

D. Towel

E. Neck strip

F. Brush

II. Materials

A. Setting lotion

B. Water bottle

C. Shampoo

III. Procedure

A. Wash hands

B. Drape patron

C. Brush and shampoo hair

D. Remove tangles from hair

E. Section hair into styling sections, leaving sides free

F. Apply setting lotion to right side

(NOTE: If hair needs to be rewet during the setting procedure, use water only.)

JOB SHEET #3

G. Part off rectangular section of hair approximately 12.7 mm (1/2 inch) wide and 38.1 mm (1 1/2 inches) long (Figure 1)

FIGURE 1

H. Direct rectangular section of hair back away from hairline (Figure 2)

FIGURE 2

JOB SHEET #3

I. Grasp strand at base using thumb and index finger (Figure 3)

FIGURE 3

(NOTE: Be sure that the base of the strand of hair remains directed away from the hairline.)

J. Ribbon strand of hair by using small teeth of comb and thumb (Figure 4)

FIGURE 4

JOB SHEET #3

K. Comb stem and circle of strand forward toward hairline

L. Grasp end of strand with hand and loop strand inward toward the center, forming a circle (Figure 5)

FIGURE 5

(NOTE: The base of the strand should remain directed away from the hairline.)

M. Place circle on top of base

N. Hold curl firmly in place with thumb and index finger

O. Place clip through circle and stem (Figure 6)

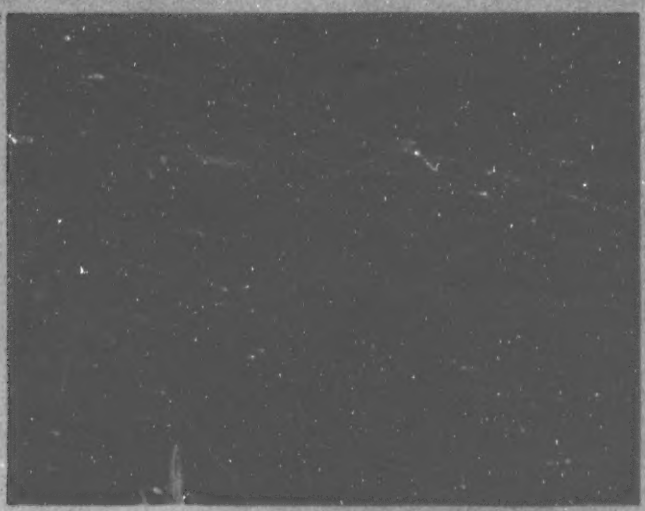
FIGURE 6

(NOTE: One side of the circle should remain free and should not be clipped.)

JOB SHEET #3

P. Lift free side of circle from scalp gently (Figure 7)

FIGURE 7



(NOTE: The lift and freedom of one side of the flare curl and the backward direction of the base will cause the hair to flare or have volume when styled.)

Q. Continue making flare curls on right and left side of the head

R. Clean work area and sanitize implements

(NOTE: The completed wave may appear similar to Figure 8.)

FIGURE 8

PIN CURLS
UNIT VI

JOB SHEET #4-PLACE RIDGE CURLS IN SET

I. Implements and equipment

A. Comb

B. Clips

C. Shampoo cape

D. Towel

E. Neck strip

F. Brush

II. Materials

A. Setting lotion

B. Water bottle

C. Shampoo

III. Procedure

A. Wash hands

B. Drape patron

C. Brush and shampoo hair

D. Remove tangles from hair

E. Section hair into styling sections, leaving sides free

F. Apply setting lotion to right side of head

(NOTE: If hair needs to be rewet during procedure, use water only.)

JOB SHEET #4

G. Place vertical wave on right side of head (Figure 1)

FIGURE 1

H. Begin pin curls at open end of arc

I. Carve out small strand of hair at center of the open end of the shaping, being careful not to disturb shaping (Figure 2)

FIGURE 2

JOB SHEET #4

J. Grasp strand at base using thumb and index finger (Figure 3)

FIGURE 3

K. Ribbon strand using small teeth of comb and thumb of free hand (Figure 4)

FIGURE 4

JOB SHEET #4

L. Turn ends of strand inward, forming a circle (Figure 5)

FIGURE 5

M. Place circle under ridge of the base direction and clip (Figure 6)

FIGURE 6

(NOTE: Make sure the base direction of the wave is not disturbed by the clip.)

JOB SHEET #4

N. Continue carving small strands of hair from the center of the shaping on the right side and forming circles under the ridge of base direction; clip securely (Figure 7)

FIGURE 7

O. Apply setting lotion to left side of head

P. Place vertical wave on left side of head (Figure 8)

FIGURE 8

Q. Begin pin curls at open end of arc

JOB SHEET #4

R. Carve out small strand of hair at center of the open end of the shaping (Figure 9)

FIGURE 9

S. Continue placing pin curls in center of shaping under arc of base direction; clip securely (Figure 10)

FIGURE 10

(NOTE: This wave and pin curl method will produce a looser type wave.)

JOB SHEET #4

T. Clean work area and sanitize implements

(NOTE: The completed wave may appear similar to Figure 11.)

FIGURE 11

PIN CURLS
UNIT VI

JOB SHEET #5--PLACE CURVED OR C-BASE CURLS IN A SHAPING

I. Implements and equipment

- A. Comb
- B. Clips
- C. Shampoo cape
- D. Towel
- E. Neck strip
- F. Brush

II. Materials

- A. Setting lotion
- B. Water bottle
- C. Shampoo

III. Procedure

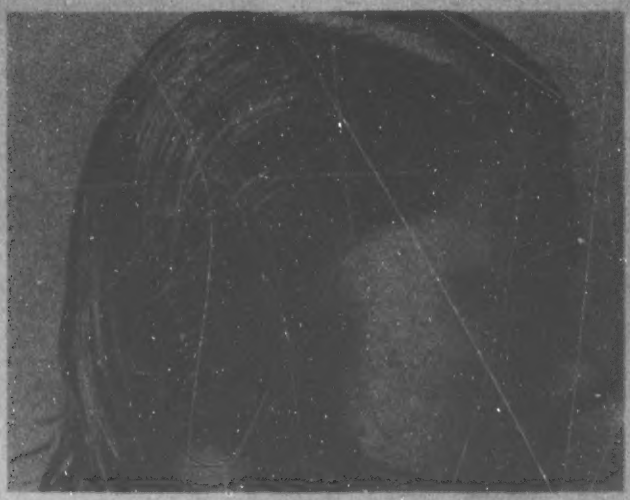
- A. Wash hands
- B. Drape patron
- C. Brush and shampoo hair
- D. Remove tangles from hair
- E. Section hair into styling sections, leaving sides free
- F. Apply setting lotion to right side

(NOTE: If the hair needs to be rewet during procedure, use water only.)

JOB SHEET #5

G. Place shallow wave on right side of head forming a slight C moving toward the hairline (Figure 1)

FIGURE 1



H. Comb C-shaping into right side of head

I. Begin pin curls at open end and center of C-shaping

J. Place index finger of left hand firmly on center of shaping

K. Carve out small strand of hair, being careful not to disturb shaping (Figure 2)

FIGURE 2

(NOTE: When carving hair from the right side of a C-shape, carve up and out being careful not to disturb shaping pattern.)

JOB SHEET #5

L. Grasp strand of hair at base using thumb and index finger of left hand

M. Ribbon strand of hair using the thumb and the small teeth of the comb

N. Grasp end of strand with right hand and turn ends toward inside forming a circle

(NOTE: If hair is longer, it may be necessary to wrap the hair strand around the index finger of the left hand over and away from you and then slide circle from finger and place it in shaping.)

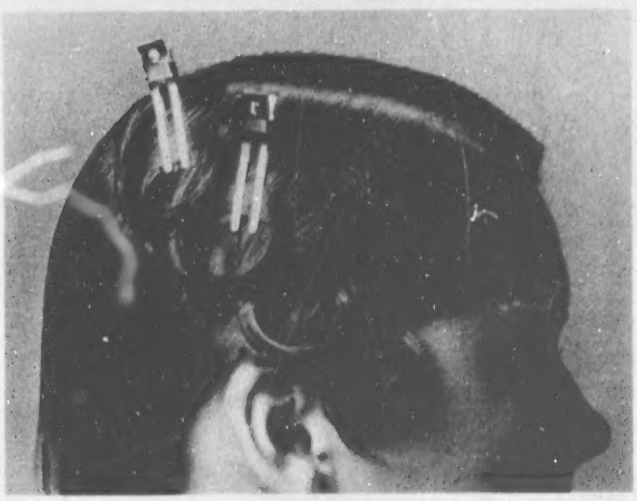
O. Clip pin curl through base

P. Continue placing index finger in center of shaping and carving up and out small strand of hair; ribbon and form a circle

(NOTE: Always carve from the center of a shaping to place pin curls.)

Q. Complete first row of pin curls in shaping (Figure 3)

FIGURE 3



JOB SHEET #5

R. Begin at open end of shaping behind first row and place second row of pin curls directly behind first row (Figure 4)

FIGURE 4

(NOTE: The first and second rows of pin curls should move in the same direction.)

S. Prepare and shape left side of head

T. Begin pin curls at open end of shaping

U. Carve out small strand of hair from center of shaping, carving down and out on left side (Figure 5)

FIGURE 5

(NOTE: Place index finger of left hand on shaping to carve out pin curl.)

JOB SHEET #5

V. Grasp strand of hair at base using thumb and index finger of right hand

W. Ribbon hair using small teeth of comb and thumb of left hand

X. Grasp end of strand with left hand and turn ends toward inside to form a circle

Y. Clip strand

Z. Continue procedure until entire C-shaping on left side is completed (Figure 6)

FIGURE 6

AA. Practice procedure several times

BB. Clean work area and sanitize implements

(NOTE: Completed sides should appear similar to Figure 7.)

FIGURE 7

PIN CURLS
UNIT VI

JOB SHEET #6--FORM A SKIP WAVE

I. Implements and equipment

A. Comb

B. Clips

C. Shampoo cape

D. Towel

E. Neck strip

F. Brush

II. Materials

A. Setting lotion

B. Water bottle

C. Shampoo

III. Procedure

A. Wash hands

B. Drape patron

C. Brush and shampoo hair

D. Remove tangles from hair

E. Section hair into styling sections, leaving sides free

F. Apply setting lotion to right side of head

(NOTE: If hair needs to be rewet during procedure, use water only.)

JOB SHEET #6

G. Form vertical wave on right side of head by first making a C-shape

H. Place pin curls in shaping (Figure 1)

FIGURE 1

(NOTE: This shaping should be counterclockwise.)

I. Place a clockwise arc behind the C-shaping, forming a complete wave (Figure 2)

FIGURE 2

(NOTE: Make a strong ridge before completing the wave.)

JOB SHEET #6

J. Form a counterclockwise shaping (Figure 3)

FIGURE 3

K. Place pin curls in counterclockwise shaping (Figure 4)

FIGURE 4

L. Repeat process on left side of head

M. Practice the procedure several times

JOB SHEET #6

N. Clean work area and sanitize implements

(NOTE: Completed hairstyle should look like Figure 5)

FIGURE 5

PIN CURLS
UNIT VI

JOB SHEET #7--FORM A BRUSH WAVE

I. Implements and equipment

A. Comb

B. Clips

C. Shampoo cape

D. Towel

E. Neck strip

F. Brush

II. Materials

A. Setting lotion

B. Water bottle

C. Shampoo

III. Procedure

A. Wash hands

B. Drape patron

C. Brush and shampoo hair

D. Remove tangles from hair

E. Section hair into styling sections, leaving crown and nape area free

(NOTE: Brush waving may be placed in any area of the head.)

F. Locate natural hair growth and follow the growth direction with the brush wave

G. Apply setting lotion to hair

(NOTE: If hair needs to be rewet during procedure, use water only.)

JOB SHEET #7

H. Prepare hair and form first shaping (Figure 1)

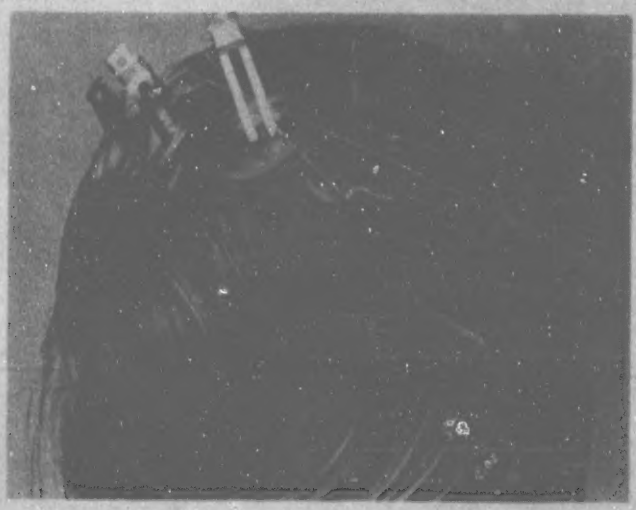
FIGURE 1

I. Locate open end of shaping and place pin curls in shaping

(NOTE: Size of circle will determine type of curl in finished set.)

J. Form second half of wave by placing arc in opposite direction from the base direction (Figure 2)

FIGURE 2



JOB SHEET #7

K. Place pin curls, beginning at open end of arc (Figure 3)

FIGURE 3

L. Form a third shaping exactly as first shaping (Figure 4)

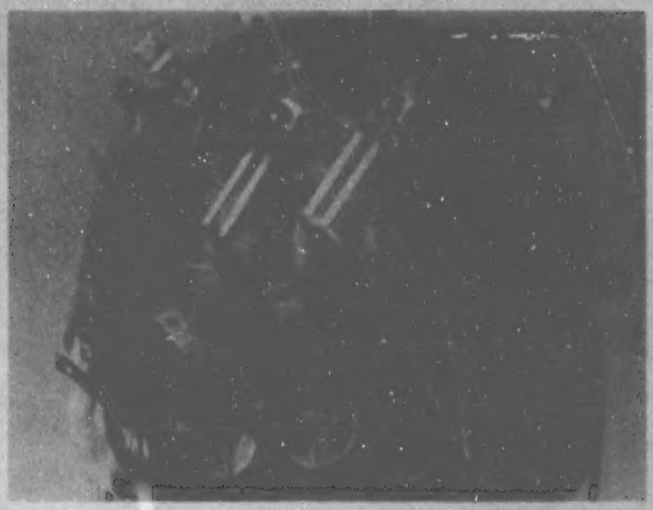
FIGURE 4

JOB SHEET #7

(NOTE: A good brush wave will have at least three rows of pin curls.)

M. Practice this procedure several times (Figure 5)

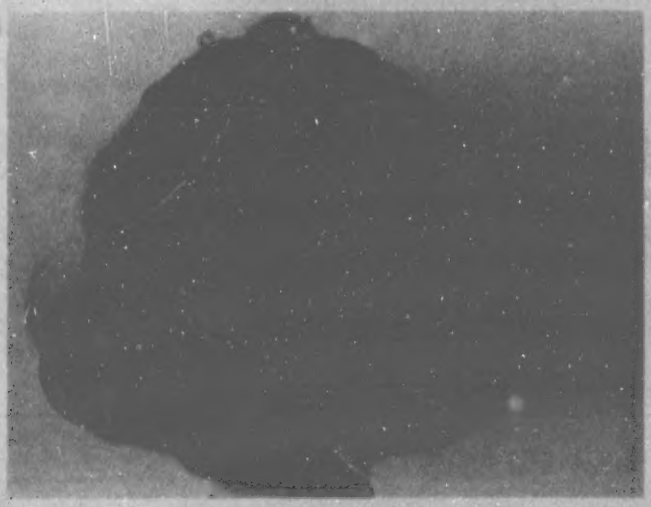
FIGURE 5



N. Clean work area and sanitize implements

(NOTE: Completed hairstyle should look like Figure 6.)

FIGURE 6



PIN CURLS
UNIT VI

JOB SHEET #8--COMPLETE A BASIC SET USING VARIOUS TYPES OF PIN CURLS

I. Implements and equipment

- A. Comb
- B. Clips
- C. Shampoo cape
- D. Towel
- E. Neck strip
- F. Comb-out cape
- G. Brush
- H. Hair spray

II. Materials

- A. Setting lotion
- B. Water bottle
- C. Shampoo

III. Procedure

- A. Wash hands
- B. Drape patron
- C. Brush and shampoo hair
- D. Remove tangles from hair
- E. Pre-plan style using C-shape sides, brush wave back, and stand-up curl top
- F. Locate natural hair growth
- G. Apply setting lotion to entire head of hair

(NOTE: If hair needs to be rewet during setting process, use water only.)

JOB SHEET #8

H. Begin at top section of head and roll stand-up curls in desired style

(NOTE: Be sure all the pin curls are uniform and have the proper stems for desired style.)

I. Prepare right side for a C-shape

J. Form C-shaping and place pin curls in shaping

K. Prepare left side for a C-shape

L. Form C-shaping and place pin curls in shaping

M. Prepare crown and nape area for brush waves

(NOTE: Brush waves may move at any angle and should not touch the sides; fill-in curls should be used in this event.)

N. Form at least three shapings for brush wave and place pin curls in shapings

O. Place fill-in curls between back and sides if needed by making pin curls move in same direction as side pin curls

(NOTE: No shaping is required for fill-in curls.)

P. Place no-stem pin curls along hairline on nape area, moving in same direction as last row of brush wave

(NOTE: If more than one row of no-stem pin curls is needed, each row should move in the same direction.)

Q. Remove shampoo cape and towel

R. Place patron under medium-heat dryer

S. Remove patron from dryer and remove clips from hair

T. Place comb-out cape around shoulders

U. Brush set into desired style

V. Spray set lightly to hold

W. Clean work area and sanitize implements

PIN CURLS
UNIT VI

TEST

NAME _____ SCORE _____

1. Match the terms on the right to their correct definitions. (Answers to "a" through "m" are on this page.)

_____a.	Pin curl carved from shaping	1. Base direction
_____b.	Action produced with a comb when following the center of shaping and sectioning small amount of hair for a pin curl	2. Horizontal
_____c.	Movement of hair from scalp to make up first half of a shaping	3. Mobility
_____d.	Flow of entire hair strand in comb-out	4. Semicircle
_____e.	Flat or level line parallel to the horizon	5. Carve
_____f.	Line moving in an up and down direction	6. Counterclockwise
_____g.	Obliquely from the vertical; from angle to angle	7. Diagonal
_____h.	Amount of tightness or firmness allowed by stems of pin curls	8. Hair direction
_____i.	Extending in same direction but never meeting	9. Clockwise
_____j.	Arc extending half of 360°	10. Sculpture curl
_____k.	Last half or movement of a shaping	11. Arc
_____l.	Movement in same direction as hands of clock	12. Parallel
_____m.	Movement in opposite direction as hands of clock	13. Vertical

_____n. Combing hair in a circular manner to complete a curl and causing the bonds to temporarily create a better circular form

_____o. Parting made by comb when sectioning for a pin curl; determines the type of pin curl stem

_____p. Lift or height created in hairstyle

_____q. Clockwise pin curl

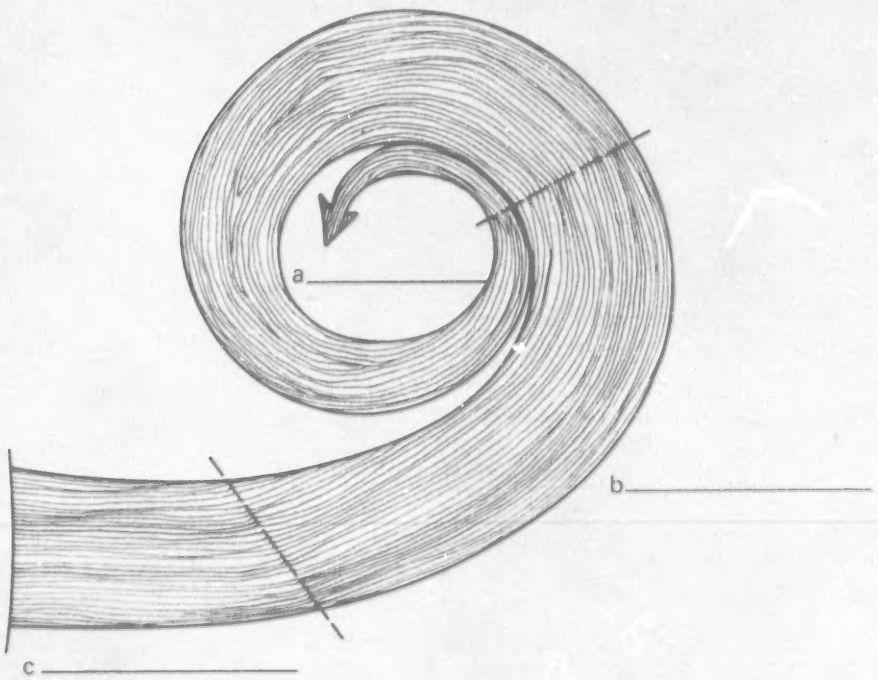
_____r. Counterclockwise pin curl

_____s. Uneven rows; not in a straight line

_____t. At a 45° angle

14. Staggered
15. Forward curl
16. Ribboning
17. Pick-up line
18. Reverse curl
19. Obliquely
20. Volume

2. Identify the parts of the pin curl illustrated below by writing the correct names in the blanks provided.



3. Match the parts of a pin curl on the right to their correct functions.

_____a.	Determines movement or direction of the hair as it leaves the scalp to form a semicircle	1.	Stem
		2.	Base
_____b.	Determines whether curl will be horizontal, vertical, or diagonal and also determines strength or mobility of curl	3.	Circle
_____c.	Determines tightness or looseness of a curl		

4. Identify the types of pin curl stems illustrated below by writing the correct names in the blanks provided.

a. _____ b. _____ c. _____

5. Match the pin curl stems on the right to their correct functions.

_____a.	Produces tightest curl with the least mobility	1.	Half-stem
		2.	Full-stem
_____b.	Produces some mobility and tightness in curl	3.	No-stem
_____c.	Produces a loose curl with the greatest mobility		

6. Discuss pin curl stems in relation to the pick-up line.

a. No-stem-- _____

_____

b. Half-stem-- _____

_____

c. Full-stem-- _____

_____

7. Identify the following types of pin curls illustrated below by placing the number of the curl in the blank by its correct name.

_____a. Sculpture

_____b. Flare

_____c. Stand-up

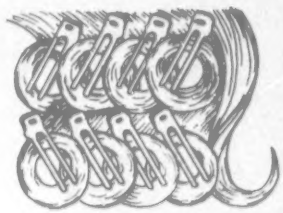
_____d. Ridge

_____e. Curved or C-base

_____f. Skip wave

_____g. Fill-in

1.



2.

3.

4.

5.

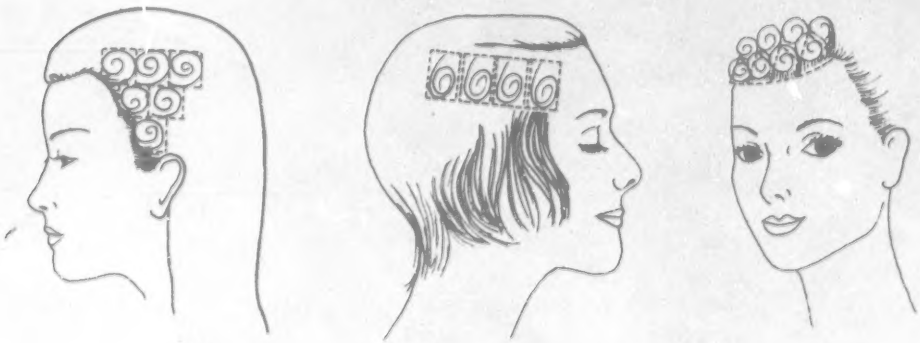
6.

7.

8. Match the types of pin curls on the right to their correct functions.

_____	a. Produces a soft, natural, predictable type curl	1.	Ridge
_____	b. Produces volume with definite direction	2.	Curved or C-base
_____	c. Creates height or volume while moving away from the head	3.	Fill-in
_____	d. Produces a loose, casual wave	4.	Sculpture
_____	e. Produces a soft, natural curl	5.	Skip wave
_____	f. Produces wide, smooth flowing, vertical wave when alternating fingerwaves or shapings and sculpture curls are used	6.	Flare
_____	g. Places direction and blends areas between shapings	7.	Stand-up

9. Identify bases used in forming a pin curl by writing the correct name in the blank provided.

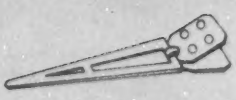


a. _____ b. _____ c. _____

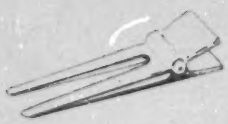
10. Match the pin curl bases on the right to their correct functions.

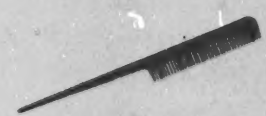
_____	a. Prevents breaks or splits in hairstyle	1.	Rectangular
_____	b. Produces even wave pattern with long-lasting results	2.	Triangular
_____	c. Produces smooth, uplifting or upsweeping effect	3.	Square

11. Identify the following implements used to form a pin curl by writing the correct name in the blank provided.



a. _____ b. _____ c. _____





d. _____ e. _____

12. Match the implements on the right to their correct functions.

_____a. Carves sculpture curls from shapings or divides hair into sections

_____b. Combs completely through hair to scalp when large teeth are used; smooths hair when small teeth are used

_____c. Removes tangles

_____d. Avoids leaving a crease in the hair when correctly placed in the pin curl

_____e. Holds thicker hair or larger sections firmly

1. Color (tangle) comb
2. Single-prong clip
3. Rattail comb
4. Double-prong clip
5. Styling comb

13. Select from the following list rules to observe while forming a pin curl by placing an "X" in the blanks next to the correct statements.

_____a. Anchor clips in such a manner that they do not interfere with the rest of the setting procedure

_____b. Avoid placing clip through center of pin curl to prevent indentations or creases

_____c. Use large sections of hair to form fuller curls

_____d. Avoid carving sculpture curls from shaping to prevent tearing down of shaping

_____e. Avoid touching clips next to skin during drying process to prevent burns

_____f. Place pin curls in the center of the shaping

_____g. Begin pin curl placement at open end of shaping to prevent tearing down of shaping

_____h. Twist pin curls as they are formed to produce a tighter curl

_____i. Place sculpture curls in a shaping

_____j. Ribbon hair before completing pin curl

_____k. Place pin curls evenly and make sure they are uniform in size

_____l. Begin pin curl placement at the closed end of shaping to prevent tearing down of shaping

_____m. Make sure each pin curl forms a smooth S-curve without any twists or crimps

14. Demonstrate the ability to:

a. Place sculpture curls in a shaping.

b. Place stand-up curls for volume.

c. Form flare curls.

d. Place ridge curls in set.

e. Place curved or C-base curls in a shaping.

f. Form a skip wave.

g. Form a brush wave.

h. Complete a basic set using various types of pin curls.

(NOTE: If the above activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

PIN CURLS
UNIT VI

ANSWERS TO TEST

1. a. 10
   b. 5
   c. 1
   d. 8
   e. 2
   f. 13
   g. 7
   h. 3
   i. 12
   j. 4
   k. 11
   l. 9
   m. 6
   n. 16
   o. 17
   p. 20
   q. 15
   r. 18
   s. 14
   t. 19
2. a. Circle
   b. Stem
   c. Base
3. a. 2
   b. 1
   c. 3
4. a. Full-stem
   b. No-stem
   c. Half-stem
5. a. 3
   b. 1
   c. 2
6. Discussion should include:
   a. No-stem--Rests above the pick-up line
   b. Half-stem--Rests on the pick-up line
   c. Full-stem--Rests below the pick-up line

7. a. 2
   b. 4
   c. 6
   d. 3
   e. 1
   f. 7
   g. 5

8. a. 4
   b. 6
   c. 7
   d. 1
   e. 2
   f. 5
   g. 3

9. a. Square
   b. Rectangular
   c. Triangular

10. a. 2
    b. 3
    c. 1

11. a. Single-prong clip
    b. Color (tangle) comb
    c. Styling comb
    d. Double-prong clip
    e. Rattail comb

12. a. 3
    b. 5
    c. 1
    d. 2
    e. 4

13. a, b, e, f, g, i, j, k, m

14. Performance skills evaluated to the satisfaction of the instructor

ROLLER SETS
UNIT VII

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss roller placement and direction and implements used in roller sets. The student should also be able to describe the parts of a roller curl and their functions and demonstrate the ability to set hair using various roller techniques. This knowledge will be evidenced by completion of assignment sheets, job sheets, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with roller sets to the correct definitions.
2. Identify implements used in roller sets.
3. Match implements used in roller sets to the correct functions.
4. Identify parts of a roller curl.
5. Match parts of a roller curl to the correct descriptions.
6. Discuss roller bases.
7. Discuss roller stems.
8. Match roller diameters to the correct descriptions.
9. Distinguish between volume and indentation.
10. Identify various hair partings.
11. Match various hair partings to the correct functions.
12. Discuss various roller placements.
13. List products used in roller sets.
14. List sanitary measures to observe during roller sets.
15. List rules to observe during roller sets.
16. Demonstrate the ability to:
    a. Place rollers for a half-bang.
    b. Place rollers for a winged bang.

c. Place rollers for a forward side.

d. Place rollers for a wave side.

e. Place rollers in back for basic set.

f. Place vertical rollers in back to create design and wave pattern.

ROLLER SETS
UNIT VII

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information, assignment, and job sheets.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on information sheet.

F. Discuss information and assignment sheets.

G. Discuss and demonstrate procedures outlined in job sheet.

H. Make bulletin board using several types of hairstyles.

I. Invite guest artist from community to demonstrate salon styles.

J. Demonstrate hairstyle on student so class may compare differences in appearance.

K. Attend trend release class if possible.

L. Make all hairstyling and trend release materials available for student to view.

M. Plan hairstyling competition among cosmetology class members and award trophies.

(NOTE: Contests planned around a holiday, such as Christmas, allows for a theme as well as for excitement.)

N. Suggest that student begin observing actors and actresses as well as neighbors and peers to detect proper or improper hairstyling techniques.

O. Attend trade shows.

P. Put together a hairstyle scrapbook using pictures of career women, teenagers, matrons, men, children, evening flow cuts.

Q. Bring old family pictures to aid in discussing changes in hairstyles.

R. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Implements Used in Roller Sets

2. TM 2--Parts of a Roller Curl

3. TM 3--Various Hair Partings

D. Assignment Sheet #1--Match Roller Techniques to Finished Styles

E. Answers to assignment sheet

F. Job sheets

1. Job Sheet #1--Place Roller for a Half-Bang

2. Job Sheet #2--Place Roller for a Winged Bang

3. Job Sheet #3--Place Rollers for a Forward Side

4. Job Sheet #4--Place Rollers for a Wave Side

5. Job Sheet #5--Place Rollers in Back for Basic Set

6. Job Sheet #6--Place Vertical Rollers in Back to Create Design and Wave Pattern

G. Test

H. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture*. Englewood Cliffs, New Jersey: Prentice-Hall, 1976.

B. Barrett, Dean. *The Van Dean Manual: Professional Techniques for Cosmetologists*. Rev. ed. Bronx, New York: Milady Publishing Corp., 1974.

C. Dalton, John. *The Professional Cosmetologist*. St. Paul, Minnesota: West Publishing Co., 1976.

D. Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York: Milady Publishing Corp., 1972.

E. Self, Lee. *Hair Styling*. El Paso, Texas.

F. Hays, Rufus V. *Co-Ed-Co (Continuing Education in Cosmetology)*. 5855 Beverly, Mission, Kansas 66202.

ROLLER SETS
UNIT VII

INFORMATION SHEET

I. Terms and definitions

A. Volume (VOL-ume)--Lift or height area created in hairstyle

B. Indentation (in-den-TA-tion)--Curved or hollow valley in hairstyle

C. Cylinder (CYL-in-der)--Round shape

Example: Roller

D. Circumference (cir-CUM-fer-ence)--Perimeter of a circle

(NOTE: *Perimeter* refers to the distance around an object.)

E. Base--Hair strand attached to scalp

F. Stem--Portion of hair following base

G. Direction (di-REC-tion)--Circular movement of hair shaft after being rolled

H. Curvature (CUR-va-ture)--Semi-circular or circular movement of hair

I. Conoid (CO-noid)--Cone-shaped

J. Magnetic roller--Type of roller that causes wet hair to cling to the roller

K. Diameter (di-AM-e-ter)--Distance across a circular object

L. Mobility (mo-BIL-i-ty)--Amount of movement possible in a curl

M. Set--Hair that is designed while in a wet state by pin curling or roller setting

N. Style--Design combed into hair after drying

O. Pivot point--Center point from which all surrounding hair moves; also known as *radial point*

P. Slice--Movement made when parting hair for roller placement

Q. Pickup line--Parting made when hair is sliced out to place on roller

R. Line--Wave, curl, or straight movement in hairstyle

S. Clockwise--Moving in same direction as hands of clock

T. Counterclockwise (coun-ter-CLOCK-wise)--Moving in opposite direction of hands of clock

INFORMATION SHEET

II. Implements used in roller sets (Transparency 1)

A. Rollers

(NOTE: The rollers used by professionals are usually plastic, nylon, or magnetic materials.)

1. Cylinder
2. Tapered

(NOTE: The tapered roller may also be called *conoid*.)

3. Short
4. Long

B. Combs

1. Styling
2. Rattail

C. Clips

1. Single-prong
2. Double-prong
3. Roller clip
4. Roller pin

III. Implements used in roller sets and their functions

A. Cylinder roller--Creates volume and indentation in a hairstyle; is used for creation of straight lines in a hairstyle

(NOTE: Cylinder rollers may also produce a loose curvature movement.)

B. Tapered roller--Produces tight curvature movements

C. Short roller--Produces design in shorter hair

D. Long roller--Produces large designs or smooth styles on longer hair

E. Styling comb--Contains large teeth to reach through hair to scalp and small teeth to smooth hair during setting procedure

F. Rattail comb--Curves or sections hair for roller placement

INFORMATION SHEET

G. Single-prong clip--Holds pin curls due to size and strength but may be used for some rollers

H. Double-prong clip--Holds pin curls and may be used for roller placement

I. Roller clip--Holds rollers in place because entire clip fits inside roller; is heaviest type clip

J. Roller pin--Holds rollers in place but is not suitable for holding pin curls

IV. Parts of a roller curl (Transparency 2)

A. Base

B. Stem

C. Circle

V. Parts of a roller curl and their characteristics

A. Base--Stationary foundation located on scalp which causes or eliminates height or strength

(NOTE: The placement of the curl in relation to the base determines if a curl will be strong or weak.)

B. Stem--Part of curl located between base and circle of roller curl which gives action and mobility and determines direction of curl

C. Circle--Ends of strand forming a complete circle which gives strength or weakness to curl and may determine curl width

(NOTE: Some authors combine the terms *base* and *stem* and use the term *base direction* to describe the hair between the scalp and the circle.)

VI. Roller base

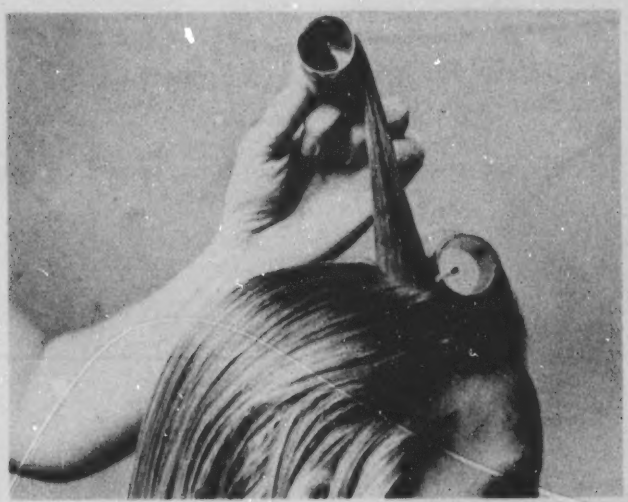
A. Base direction--Determines silhouette and style of hair set

B. Base width--Should be equal to diameter of roller

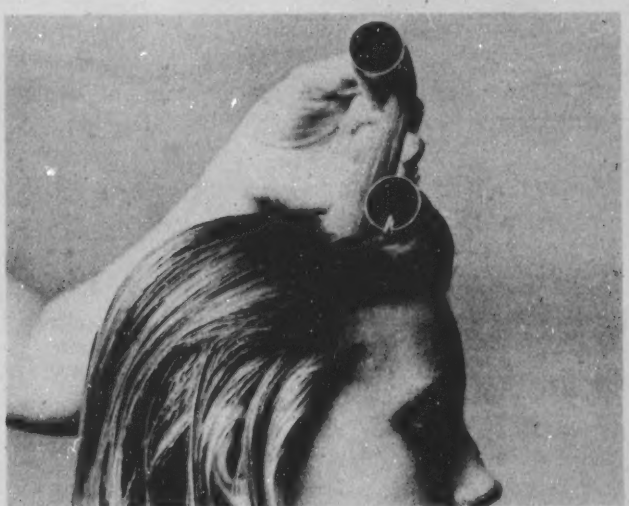
C. Base length--Should be equal to the length of the roller

INFORMATION SHEET

D. Off-base roller--Allows slight amount of fullness and should be used when closeness is preferred



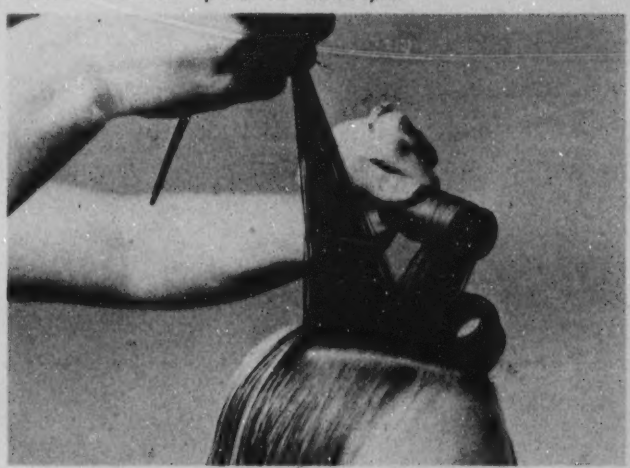
E. Half-base--Allows moderate fullness and should be used when slight fullness is preferred



INFORMATION SHEET

F. On-base--Provides maximum fullness to the style

G. Triangle base--Prevents splits in hairstyle



(NOTE: Most roller bases will be rectangular shaped except for side hairline and bang area in which triangular bases may be used.)

VII. Roller stems

A. No-stem--Roller placed directly on base for maximum strength and height and the least mobility

B. Half-stem--Roller placed half on and half off base for medium strength and height

C. Full-stem--Roller placed below base to give greater mobility and weaker wave pattern

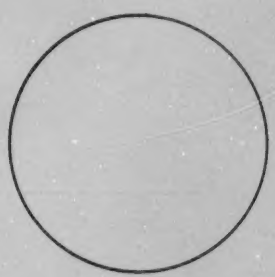
(NOTE: The terms *no-stem*, *half-stem*, and *full-stem* may be used interchangeably with *on-base*, *off-base* and *half-base*.)

INFORMATION SHEET

VIII. Roller diameters

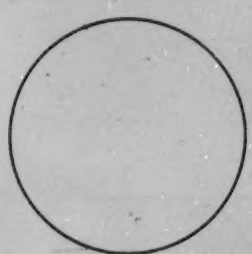
A. Silver dollar size--Roller with a 38.1 mm (1 1/2") diameter produces soft waves on hair 14.4 cm (6") or longer

(NOTE: Hair must be long enough to wrap around circumference of roller at least one and one-half to two turns to produce curl and less than one and one-half to two turns to produce mobility.)



38.1 mm (1 1/2") diameter

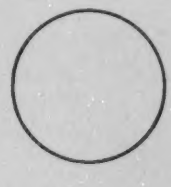
B. Half-dollar size--Roller with a 34.9 mm (1 3/8") diameter produces medium curl on hair 14.4 cm (6") or longer



34.9 mm (1 3/8") diameter

INFORMATION SHEET

C. Quarter size--Roller with a 22.2 mm (7/8") diameter produces medium curl on hair 9.6 cm (4") or longer



22.2 mm (7/8") diameter

D. Nickel size--Roller with a 20.6 mm (13/16") diameter produces medium to heavy curl on hair 9.6 cm (4") or longer

20.6 mm (13/16") diameter

E. Penny size--Roller with a 19.0 mm (3/4") diameter produces medium curl on hair length 9.6 cm (4") or less

19.0 mm (3/4") diameter

INFORMATION SHEET

F. Dime size--Roller with a 17.4 mm (11/16") diameter produces maximum curl on hair length 7.2 cm (3") or less

17.4 mm (11/16") diameter

(NOTE: The hair texture and the number of turns hair will go around a roller will decide which roller diameter to select. A simple rule is--the shorter the hair, the smaller the roller.)

IX. Volume and indentation

A. Volume--Creates lift or fullness with proper size of rollers, bases, and stems by directing hair away from head by placing roller on base

INFORMATION SHEET

B. Indentation--Creates hollow areas or valleys in style by rolling hair over roller and keeping base low on scalp

X. Various hair partings (Transparency 3)

A. Diagonal

B. Center

C. Side

D. Concealed

E. Curved horizontal

XI. Various hair partings and their functions

A. Diagonal--Adds height to a square or round face and may be used for full bang styling

B. Center--Creates illusion of width across narrow forehead and is usually worn with long styles popular with teenagers and young women

C. Side--Decreases appearance of wide forehead and is used for half-bang styling

D. Concealed--Adds height and gives an asymmetrical appearance

E. Curved horizontal--Covers receding hairline and high forehead

(NOTE: Adjust partings to the patron's facial type and desired style.)

INFORMATION SHEET

XII. Various roller placements

A. Volume roller placement--Creates maximum height or fullness by placing rollers on base

(NOTE: Extreme height is usually preferred on top of the head or in the crown area.)

B. Indentation--Creates close design by keeping hair at scalp level and rolling over to one-half off the base

INFORMATION SHEET

C. Circular action--Directs hair from a pivot point or radial point to form a circular or semi-circular movement

(NOTE: The circular movement may also be referred to as *curvature action*, *rotary movement*, or *contour movement*.)

D. Neutral roller placement--Gives medium volume; hair may move in three directions when roller is placed on pickup line; is used for blending or straight lines in hair

(NOTE: The neutral roller may be called *half-base* or *half-stem*.)

E. Tapered roller placement--Gives tight curve to hairstyle

Example: Curved half-bang

(NOTE: The curvature design may be created by using cylinder rollers and triangular partings.)

F. Long roller placement--Creates large designs or smooth styles on long hair

G. Short roller placement--Creates smaller designs for shorter hair

INFORMATION SHEET

H. Vertical roller placement--Produces waves and medium strength when placed on pickup line

I. Roller placed at 45° angle in upward movement--Produces maximum strength and depth in wave pattern

J. Roller placed at 45° angle in downward movement--Produces minimum strength and wide wave pattern

INFORMATION SHEET

K. Directing bases for waves

1. Strand of hair drawn to right angle of roller and rolled around right end will produce beginning of a wave

2. Strand of hair drawn to left angle of roller and rolled around left end will produce wave

(NOTE: Roll first row in one direction following hair growth. Roll second row in opposite direction to complete a wave pattern using rollers in as many rows as necessary to complete desired style.)

XIII. Products used in roller sets

(NOTE: Hair must be in a wet condition to mold properly and to cling to the roller.)

A. Setting lotion (wave set)

1. Gel

2. Liquid

B. Instant conditioner

C. Water

XIV. Sanitary measures to observe during roller sets

A. Wash hands before and after each patron

B. Use clean towel for each patron

INFORMATION SHEET

C. Sanitize implements after each patron

D. Avoid use of objects dropped on floor until they have been sanitized

E. Avoid allowing solution to get into patron's eyes

F. Avoid placing implements in mouth

Examples: Clips, comb

G. Avoid placing implements in uniform pockets

H. Avoid use of brush rollers for sanitary measures

XV. Rules to observe during roller sets

A. Avoid placing clips on top roller of hair to prevent creases while drying or during wet set

B. Comb hair smooth before placing on roller

C. Keep hair wet during roller setting procedure

D. Avoid clipping rollers together

E. Select proper diameter and length of roller according to desired style, hair length, and hair texture

F. Preplan style

G. Part hair sections only as wide and long as rollers to be used

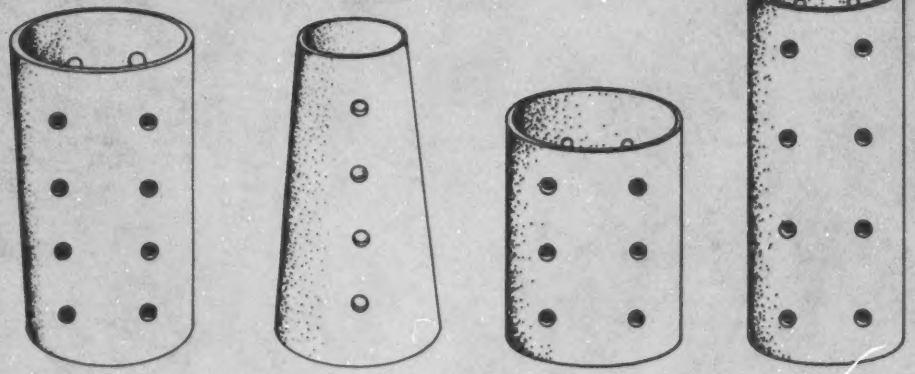
H. Do not converge hair to a point to place on roller

(NOTE: Hair should be kept smooth.)

I. Roll hair in direction of style desired, being sure to use proper bases and stems for volume or indentation

J. Clip rollers at back and through the base to insure a firm set

Implements Used in Roller Sets



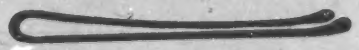
Rollers

Combs

Single-Prong

Roller Clip

Double-Prong


Roller Pin

Clips

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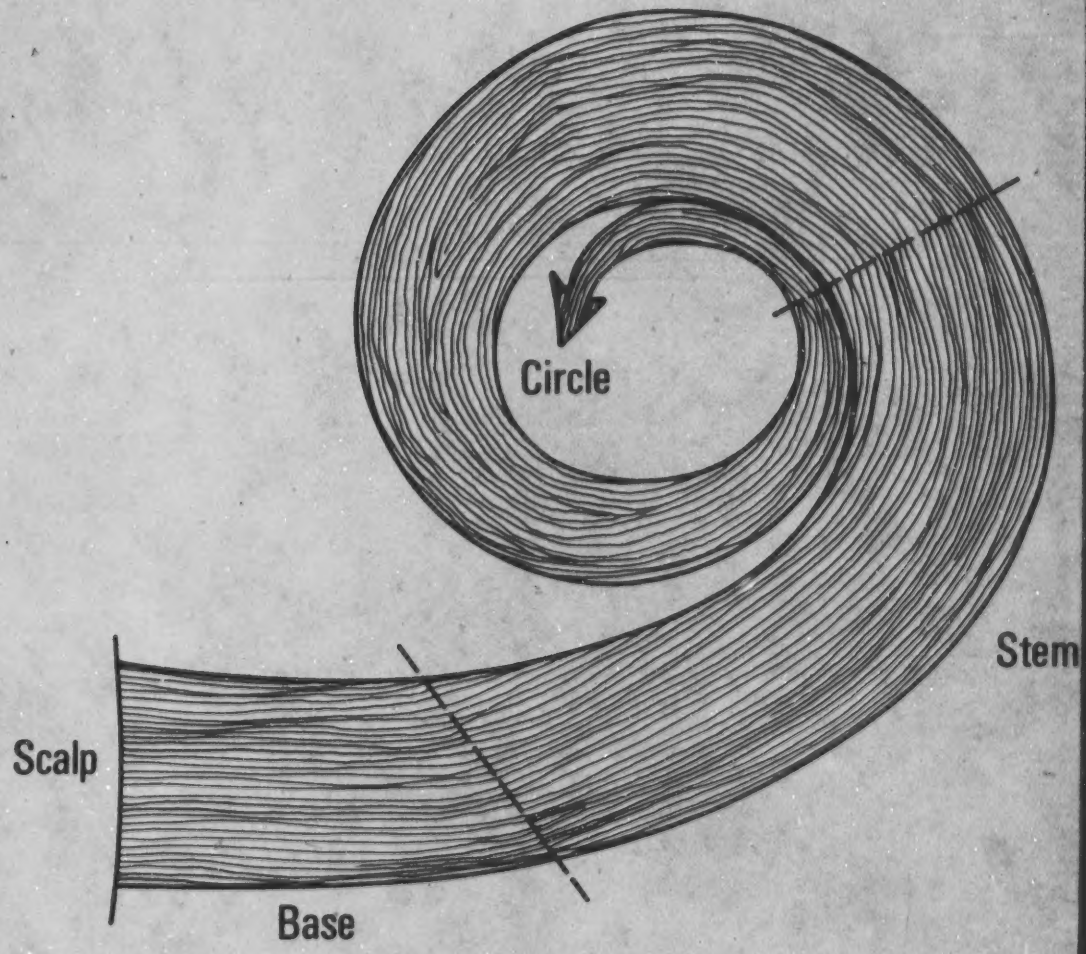
Parts of a Roller Curl



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TM 2

Various Hair Partings

Diagonal

Center

Side

Concealed

Curved Horizontal

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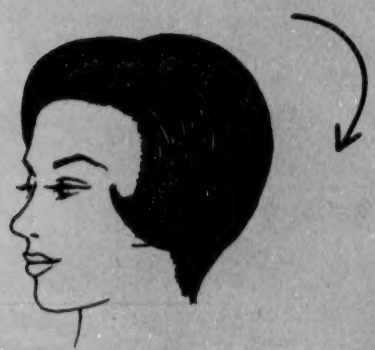
ROLLER SETS
UNIT VII

ASSIGNMENT SHEET #1--MATCH ROLLER TECHNIQUES TO FINISHED STYLES

Placing line and design in hair is the sign of a true, professional hair stylist. Match the roller techniques on the right to the correct finished hairstyles. (Hairstyles are continued on the following pages.)

____ 1.

____ 2.



____ 3.

a. Volume
b. Indentation
c. Circular action
d. Neutral roller
e. Tapered roller
f. Long roller
g. Short roller
h. Vertical roller
i. 45° angle upward
j. 45° angle downward
k. Directed bases for waves

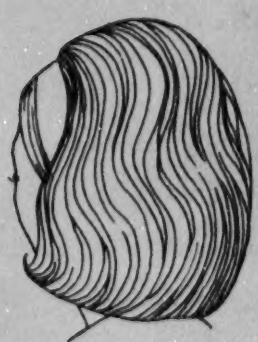
ASSIGNMENT SHEET #1

____ 4.

____ 5.

____ 6.

____ 7.



ASSIGNMENT SHEET #1

____ 8.

____ 9.

____ 10.

____ 11.

ROLLER SETS
UNIT VII

ANSWERS TO ASSIGNMENT SHEET

1. b
2. c
3. d
4. h
5. e
6. g
7. f
8. i
9. j
10. k
11. a

ROLLER SETS
UNIT VII

JOB SHEET #1--PLACE ROLLER FOR A HALF-BANG

I. Implements and equipment

A. Rollers

(NOTE: Select rollers according to desired style, length, and texture of hair.)

B. Combs

C. Towel

D. Shampoo cape

E. Neck strip

F. Clips

G. Brush

H. Medium-heat dryer

II. Materials

A. Water bottle

B. Setting lotion

C. Shampoo

III. Procedure

A. Wash hands

B. Preplan style using half-bang

C. Drape patron for shampoo

D. Brush and shampoo hair

E. Remove tangles

F. Find the natural part and natural growth of hair

G. Apply setting lotion to entire head, beginning at front hairline and working through to the hair ends using fingers and comb

JOB SHEET #1

H. Part hair on side using a straight parting (Figure 1)

FIGURE 1

I. Section bang area into three or four equal sections using triangular partings (Figure 2)

FIGURE 2

(NOTE: Some heads of hair require more rollers than others; therefore, treat each head individually.)

JOB SHEET #1

J. Begin with section of hair next to side part and comb through section to smooth hair, holding section at almost a 90° angle from head (Figure 3)

FIGURE 3

K. Place roller at ends of strand (Figure 4)

FIGURE 4

JOB SHEET #1

L. Smooth hair ends at desired angle around roller (Figure 5)

FIGURE 5

(NOTE: Hair must be kept dampened so that the hair will cling to the magnetic roller.)

M. Roll hair downward, holding hair on roller taut

N. Place roller slightly below base (Figure 6)

FIGURE 6

JOB SHEET #1

O. Clip roller through base of hair section at back and inside of roller (Figure 7)

FIGURE 7

(NOTE: Avoid placing clip on top of hair to prevent creases.)

P. Complete top area in same manner as first roller, using required amount of rollers

Q. Part a rectangular section of hair on opposite side of part (Figure 8)

FIGURE 8

(NOTE: Part rectangular sections the same length and width as roller to be used.)

JOB SHEET #1

R. Hold hair straight up from head and smooth with comb (Figure 9)

FIGURE 9

S. Place roller under ends and roll downward, placing roller directly on pickup line (Figure 10)

FIGURE 10

(NOTE: This is a neutral roller and allows the top to blend into the sides.)

T. Complete sides and back of set as preplanned

U. Remove shampoo cape and towel

V. Place patron under medium heat dryer

W. Remove rollers and clips after drying

X. Place comb-out cape around shoulders

JOB SHEET #1

Y. Comb style

(NOTE: Finished bang should look like Figure 11.)

FIGURE 11

Z. Clean work area and sanitize implements

ROLLER SETS
UNIT VII

JOB SHEET #2--PLACE ROLLER FOR A WINGED BANG

I. Implements and equipment

A. Rollers

(NOTE: Select rollers according to desired style, length, and texture of hair.)

B. Combs

C. Towel

D. Shampoo cape

E. Neck strip

F. Clips

G. Brush

H. Medium-heat dryer

II. Materials

A. Water bottle

B. Setting lotion

C. Shampoo

III. Procedure

A. Wash hands

B. Preplan style using winged bang

C. Drape patron for shampoo

D. Brush and shampoo hair

E. Remove tangles

F. Find natural growth of hair

G. Apply setting lotion to entire head and comb through hair

H. Comb hair straight back away from face

JOB SHEET #2

I. Part a rectangular section, the size of roller to be used, from front hairline (Figure 1)

FIGURE 1

J. Hold hair section straight up from head and smooth with comb

K. Place roller at ends of strand

L. Smooth hair ends around roller

M. Roll hair downward, holding roller and hair taut

N. Place roller directly on pickup line to give medium to heavy volume (Figure 2)

O. Clip roller through base of hair section at back and inside roller (Figure 2)

FIGURE 2

JOB SHEET #2

P. Roll top section back to top of crown (Figure 3)

FIGURE 3

Q. Part a rectangular section of hair, the same length and width as the roller, on one side of top section at the hairline (Figure 4)

FIGURE 4

R. Comb hair smooth, straight up from head

S. Place smoothed ends around roller

T. Hold hair taut on roller, roll hair down to pickup line, and clip at base

(NOTE: This roller will be a neutral roller used to blend top and sides together.)

JOB SHEET #2

U. Section roller-width rectangular parting on opposite side of top section at hairline (Figure 5)

FIGURE 5

V. Place roller on pickup line and clip at base

W. Section roller-width rectangular parting just behind hairline neutral roller (Figure 6)

FIGURE 6

X. Roll hair smoothly to pickup line and clip at base

JOB SHEET #2

Y. Section roller-width rectangular parting just behind hairline neutral roller on opposite side (Figure 7)

FIGURE 7

Z. Roll hair smoothly to pickup line and clip at base

AA. Complete sides and back of set as preplanned

BB. Remove shampoo cape and towel

CC. Place patron under medium-heat dryer

DD. Remove rollers and clips after drying

EE. Place comb-out cape around shoulders

FF. Comb style

(NOTE: Finished bang should look like Figure 8.)

FIGURE 8

GG. Clean work area and sanitize implements

ROLLER SETS
UNIT VII

JOB SHEET #3-PLACE ROLLERS FOR A FORWARD SIDE

I. Implements and equipment

A. Rollers

(NOTE: Select rollers according to desired style, length, and texture of hair.)

B. Combs

C. Towel

D. Shampoo cape

E. Neck strip

F. Clips

G. Brush

H. Medium-heat dryer

II. Materials

A. Water bottle

B. Setting lotion

C. Shampoo

III. Procedure

A. Wash hands

B. Preplan style using forward sides

C. Drape patron for shampoo

D. Brush and shampoo hair

E. Remove tangles

F. Find natural growth of hair

G. Apply setting lotion to entire head and comb through hair

H. Begin on right side of head

(NOTE: If the sides are to be rolled as an exercise, part off the top section of the head and clip. If entire head is to be set, roll the top first to find the balance for the sides.)

JOB SHEET #3

I. Prepare right side of head by combing hair into a slight C-shape (Figure 1)

FIGURE 1

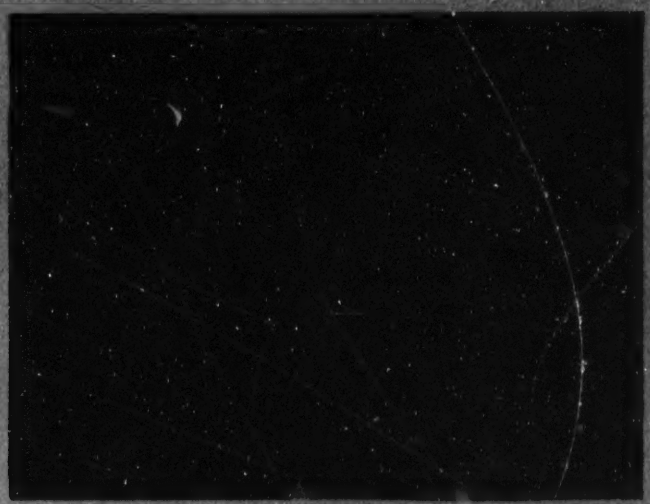
J. Make slightly slanted part at top of shaping by slicing up and out away from hairline with large teeth of comb (Figure 2)

FIGURE 2

JOB SHEET #3

K. Pull hair straight out from head and place hair smoothly on roller (Figure 3)

FIGURE 3



L. Roll hair under and place slightly under the base and clip

M. Make second triangular-slanted parting directly beneath first roller

N. Pull hair straight out from head at a 45° angle

O. Place hair smoothly on roller

P. Roll hair under, placing roller slightly under the base; clip at base (Figure 4)

Q. Repeat exact procedure as many times as needed to complete right side of head (Figure 4)

FIGURE 4

JOB SHEET #3

(NOTE: Because hair growth is uneven from one side of the head to the other, the amount of rollers used may vary from right side to left side.)

R. Prepare left side of head by making a slight C-shape

S. Make slightly slanted parting at top of shaping by slicing down and outward toward hairline using large teeth of comb (Figure 5)

FIGURE 5

T. Pull hair straight out from head and place hair smoothly on roller

U. Roll hair under and place slightly under the base and clip

V. Repeat movements until left side is completely finished (Figure 6)

FIGURE 6

JOB SHEET #3

W. Complete back of set as preplanned

X. Remove shampoo cape and towel

Y. Place patron under medium-heat dryer

Z. Remove rollers and clips after drying

AA. Place comb-out cape around shoulders

BB. Comb style

(NOTE: Finished sides should look like Figure 7.)

FIGURE 7

CC. Clean work area and sanitize implements

ROLLER SETS
UNIT VII

JOB SHEET #4--PLACE ROLLERS FOR A WAVE SIDE

I. Implements and equipment

A. Rollers

(NOTE: Select rollers according to desired style, length, and texture of hair.)

B. Combs

C. Towel

D. Shampoo cape

E. Neck strip

F. Clips

G. Brush

II. Materials

A. Water bottle

B. Setting lotion

C. Shampoo

III. Procedure

A. Wash hands

B. Preplan style using wave sides

C. Drape patron for shampoo

D. Brush and shampoo hair

E. Remove tangles

F. Find natural growth of hair

G. Apply setting lotion to entire head and comb through hair

H. Begin on right side of head

(NOTE: If the sides are to be rolled as an exercise, part off the top section of the head and clip. If the entire head is to be set, roll the top first to find the balance for the sides.)

JOB SHEET #4

I. Prepare right side of head by combing hair into a C-shape (Figure 1)

FIGURE 1

J. Slice vertical roller width section at hairline (Figure 2)

FIGURE 2

K. Place hair smoothly around roller

JOB SHEET #4

L. Roll hair under, placing roller slightly under the base; clip through base (Figure 3)

FIGURE 3

M. Slice vertical roller width section behind first roller

N. Place hair smoothly on roller

O. Roll hair under, placing roller slightly under base; clip (Figure 4)

FIGURE 4

JOB SHEET #4

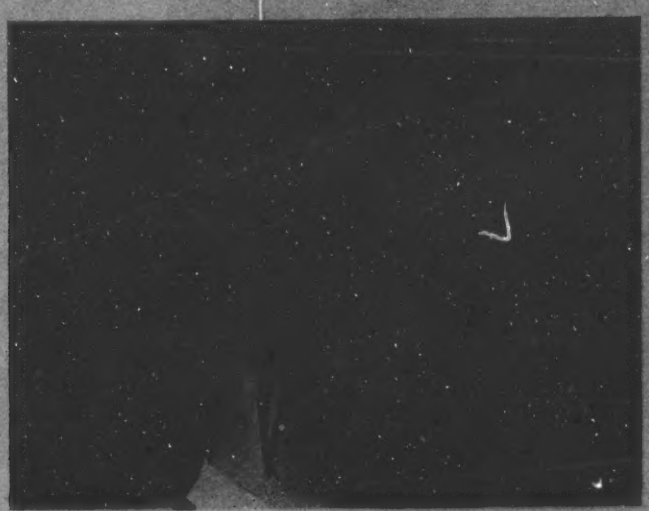
P. Prepare hair directly under rollers by making a shaping which goes in the opposite direction away from face (Figure 5)

FIGURE 5

Q. Begin at open end of shaping and slice out rectangular roller width section

R. Roll hair under and away from face counterclockwise, placing roller slightly below the base; clip (Figure 6)

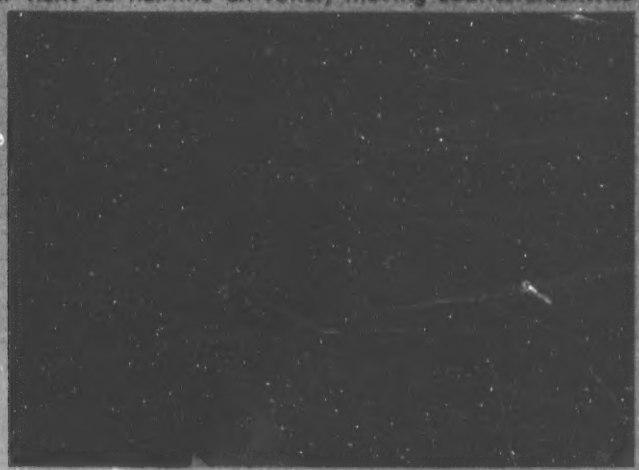
FIGURE 6



JOB SHEET #4

S. Place hair next to hairline on roller, moving counterclockwise (Figure 7)

FIGURE 7



T. Roll left side in same manner

U. Complete back of set as preplanned

V. Remove shampoo cape and towel

W. Place patron under medium-heat dryer

X. Remove rollers and clips after drying

Y. Place comb-out cape around shoulders

Z. Comb style

(NOTE: Finished sides should look like Figure 8.)

FIGURE 8

AA. Clean work area and sanitize implements

ROLLER SETS
UNIT VII

JOB SHEET #5--PLACE ROLLERS IN BACK FOR BASIC SET

I. Implements and equipment

A. Rollers

(NOTE: Select rollers according to desired style and texture of hair.)

B. Combs

C. Towel

D. Shampoo cape

E. Neck strip

F. Clips

G. Brush

II. Materials

A. Water bottle

B. Setting lotion

C. Shampoo

III. Procedure

A. Wash hands

B. Preplan style

C. Drape patron for shampoo

D. Brush and shampoo hair

E. Remove tangles

F. Find natural growth of hair

G. Apply setting lotion to entire head and comb through hair

H. Roll top and both sides before rolling back

JOB SHEET #5

I. Begin at top of crown, sectioning roller-width rectangular partings (Figure 1)

FIGURE 1

J. Comb hair up and out from head at almost 90° angle and place smoothly on roller

K. Roll hair under and place on base for volume; clip at base

L. Roll entire crown area in same manner, using staggered sections to prevent splits (Figure 2)

FIGURE 2

(NOTE: Roller size may graduate down in diameter to accommodate shorter lengths of hair.)

JOB SHEET #5

M. Roll area from occipital bone down, using slightly off-base rollers for less volume (Figure 3)

FIGURE 3

N. Remove shampoo cape and towel

O. Place patron under medium-heat dryer

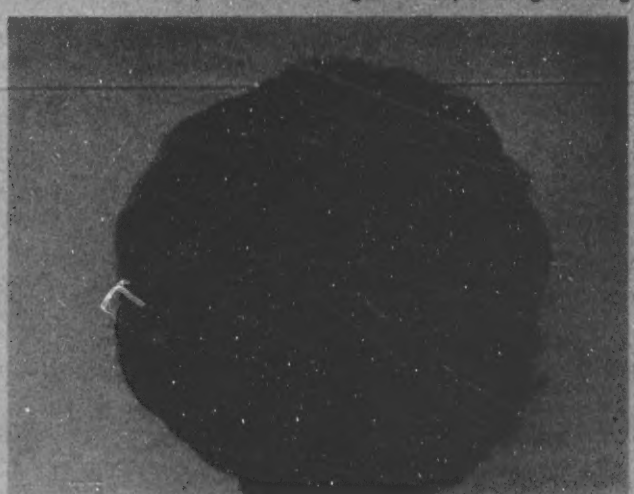
P. Remove rollers and clips after drying

Q. Place comb-out cape around shoulders

R. Comb style

(NOTE: Finished back may look like Figure 4 depending on length of hair.)

FIGURE 4



S. Clean work area and sanitize implements

ROLLER SETS
UNIT VII

JOB SHEET #6--PLACE VERTICAL ROLLERS IN BACK TO CREATE DESIGN AND WAVE PATTERN

I. Implements and equipment

A. Rollers

(NOTE: Select rollers according to desired style and texture of hair.)

B. Combs

C. Towel

D. Shampoo cape

E. Neck strips

F. Clips

G. Brush

II. Materials

A. Water bottle

B. Setting lotion

C. Shampoo

III. Procedure

A. Wash hands

B. Preplan style using vertical rollers in back

C. Drape patron for shampoo

D. Brush and shampoo hair

E. Remove tangles

F. Find natural growth of hair

G. Apply setting lotion to entire head and comb through hair

H. Roll top and both sides before rolling back of head

JOB SHEET #6

I. Begin at top of crown, sectioning roller width rectangular partings (Figure 1)

FIGURE 1

J. Place one or two rows, as needed, to blend top and crown area (Figure 2)

FIGURE 2

K. Place shaping in crown area

L. Begin at open end of shaping slicing out hair to fit roller

M. Place hair ends smoothly over roller

N. Place roller in center of shaping and secure at base with clip

JOB SHEET #6

O. Complete entire shaping across crown

(NOTE: Half-stem placements and slightly angled rollers will make the hair wave easier.)

P. Make second shaping moving in opposite direction of rollers (Figure 3)

FIGURE 3

Q. Begin at open end of second shaping and place rollers in shaping; clip securely at base (Figure 4)

FIGURE 4

JOB SHEET #6

R. Stagger horizontal rollers at nape area to complete set or complete shorter length hair using pin curls (Figure 5)

FIGURE 5

S. Remove shampoo cape and towel

T. Place patron under medium-heat dryer

U. Remove rollers and clips after drying

V. Place comb-out cape around shoulders

W. Comb style

(NOTE: Finished style may look like Figure 6 depending on length of hair.)

FIGURE 6

X. Clean work area and sanitize implements

ROLLER SETS
UNIT VII

TEST

NAME_____ SCORE_____

1. Match the terms on the right to the correct definitions.

_____a. Lift or height area created in hairstyle	1. Pickup line
_____b. Curved or hollow valley in hairstyle	2. Diameter
_____c. Round shape	3. Style
_____d. Perimeter of a circle	4. Line
_____e. Portion of hair following base	5. Pivot point
_____f. Hair strand attached to scalp	6. Indentation
_____g. Circular movement of hair shaft after being rolled	7. Set
_____h. Semi-circular or circular movement of hair	8. Circumference
_____i. Cone-shaped	9. Base
_____j. Type of roller that causes wet hair to cling to the roller	10. Conoid
_____k. Distance across a circular object	11. Clockwise
_____l. Amount of movement possible in a curl	12. Magnetic roller
_____m. Hair that is designed while in a wet state by pin curling or roller setting	13. Cylinder
_____n. Design combed into hair after drying	14. Mobility
_____o. Center point from which all surrounding hair moves; also known as *radial point*	15. Stem
_____p. Parting made when hair is sliced out to place on roller	16. Volume
	17. Counterclockwise
	18. Direction
	19. Curvature
	20. Slice

_____q. Wave, curl, or straight movement in hairstyle

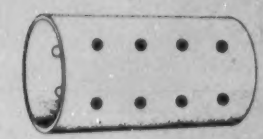
_____r. Moving in same direction as hands of clock

_____s. Moving in opposite direction of hands of clock

_____t. Movement made when parting hair for roller placement

2. Identify the implements illustrated below by writing the correct names in the blanks provided.

a. _____

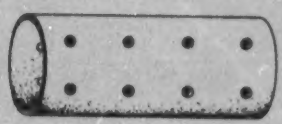


b. _____

c. _____

d. _____

e. _____

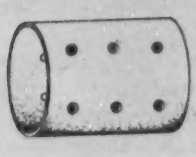


f. _____

g. _____

h. _____

i. _____



j. _____

3. Match the implements on the right to their correct functions.

_____a. Creates volume and indentation in a hairstyle; is used for creation of straight lines in a hairstyle

_____b. Produces tight curvature movements

_____c. Produces design in shorter hair

_____d. Produces large designs or smooth styles on longer hair

_____e. Contains large teeth to reach through hair to scalp and small teeth to smooth hair during setting procedure

_____f. Curves or sections hair for roller placement

_____g. Holds pin curls due to size and strength but may be used for some rollers

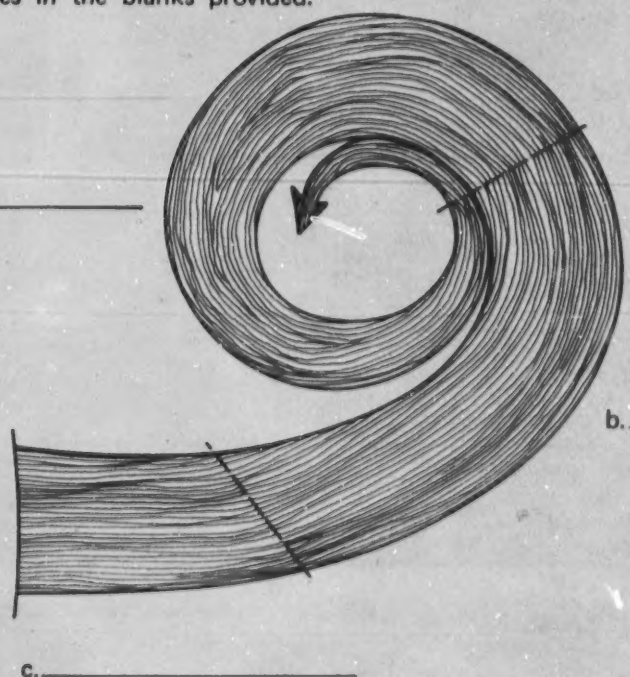
_____h. Holds pin curls and may be used for roller placement

_____i. Holds rollers in place because entire clip fits inside roller; is heaviest type of clip

_____j. Holds rollers in place but is not suitable for holding pin curls

1. One-prong clip
2. Roller pin
3. Long roller
4. Rattail comb
5. Two-prong clip
6. Tapered roller
7. Roller clip
8. Styling comb
9. Short roller
10. Cylinder roller

4. Identify the three parts of the roller curl illustrated below by writing the correct names in the blanks provided.



a. _____

b. _____

c. _____

5. Match the parts of a roller curl on the right to the correct characteristics.

_____	a. Stationary foundation located on scalp which causes or eliminates height or strength	1.	Circle
_____	b. Part of curl located between base and circle of roller curl which gives action and mobility and determines direction of curl	2.	Base
_____	c. Ends of strand forming a complete circle which gives strength or weakness to curl and may determine curl width	3.	Stem

6. Discuss roller bases.

a. Base direction--_____

_____

b. Base width--_____

_____

c. Base length--_____

_____

d. Off-base roller--_____

_____

e. Half-base--_____

_____

f. On-base--_____

_____

g. Triangle base--_____

_____

7. Discuss roller stems.

a. No-stem--_____

_____

b. Half-stem--_____

_____

c. Full-stem--_____

_____

8. Match roller diameters on the right to their correct descriptions.

_____a.	Roller with a 38.1 mm (1 1/2") diameter produces soft waves on hair 14.4 cm (6") or longer	1.	Penny size
_____b.	Roller with a 34.9 mm (1 3/8") diameter produces medium curl on hair 14.4 cm (6") or longer	2.	Dime size
_____c.	Roller with a 22.2 mm (7/8") diameter produces medium curl on hair 9.6 cm (4") or longer	3.	Quarter size
_____d.	Roller with a 20.6 mm (13/16") diameter produces medium to heavy curl on hair 9.6 cm (4") or longer	4.	Silver dollar size
_____e.	Roller with a 19.0 mm (3/4") diameter produces medium curl on hair length 9.6 cm (4") or less	5.	Nickel size
_____f.	Roller with a 17.4 mm (11/16") diameter produces maximum curl on hair length 7.2 cm (3") or less	6.	Half-dollar size

9. Distinguish between volume (V) and indentation (I) by writing the correct letters in the blanks provided.

_____a. Creates hollow areas or valleys in style by rolling hair over roller and keeping base low on scalp

_____b. Creates lift or fullness with proper size of rollers, bases, and stems by directing hair away from head by placing roller on base

10. Identify the various hair partings illustrated below by writing the correct names in the blanks provided.

a. _____

b. _____

c. _____

d. _____

e. _____

11. Match the hair partings on the right to their correct functions.

_____a. Adds height to a square or round face and may be used for full bang styling

_____b. Creates illusion of width across narrow forehead and is usually worn with long styles popular with teenagers and young women

_____c. Decreases appearance of wide forehead and is used for half-bang styling

_____d. Adds height and gives an asymmetrical appearance

_____e. Covers receding hairline and high forehead

1. Side
2. Curved horizontal
3. Diagonal
4. Center
5. Concealed

12. Discuss in writing the following roller placements.

a. Volume roller placement--_____

_____

b. Indentation--_____

_____

c. Circular action--_____

_____

d. Neutral roller placement--_____

_____

e. Tapered roller placement--_____

_____

f. Long roller placement--_____

_____

g. Short roller placement--_____

_____

h. Vertical roller placement--_____

_____

i. Roller placed at 45° angle in upward movement--_____

_____

j. Roller placed at 45° angle in downward movement--_____

_____

k. Directing bases for waves

1) Right angle--_____

_____

_____

2) Left angle--_____

_____

_____

13. List products used in roller sets.

a. _____

b. _____

c. _____

14. List five sanitary measures to observe during roller sets.

a. _____

b. _____

c. _____

d. _____

e. _____

15. List eight rules to observe during roller sets.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

16. Demonstrate the ability to:

a. Place rollers for a half-bang.

b. Place rollers for a winged bang.

c. Place rollers for a forward side.

d. Place rollers for a wave side.

e. Place rollers in back for basic set.

f. Place vertical rollers in back to create design and wave pattern.

(NOTE: If these activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

ROLLER SETS
UNIT VII

ANSWERS TO TEST

1.
a.	16		k.	2
b.	6		l.	14
c.	13		m.	7
d.	8		n.	3
e.	15		o.	5
f.	9		p.	1
g.	18		q.	4
h.	19		r.	11
i.	10		s.	17
j.	12		t.	20

2.
a. Roller pin
b. Cylinder roller
c. Single-prong clip
d. Tapered roller
e. Rattail comb
f. Long roller
g. Roller clip
h. Styling comb
i. Double-prong clip
j. Short roller

3.
a.	10		f.	4
b.	6		g.	1
c.	9		h.	5
d.	3		i.	7
e.	8		j.	2

4. a. Circle

   b. Stem

   c. Base

5. a. 2

   b. 3

   c. 1

6. Discussion should include:

   a. Base direction--Determines silhouette and style of hair set

   b. Base width--Should be equal to diameter of roller

   c. Base length--Should be equal to the length of the roller

   d. Off-base roller--Allows slight amount of fullness and should be used when closeness is preferred

   e. Half-base--Allows moderate fullness and should be used when slight fullness is preferred

   f. On-base--Provides maximum fullness to the style

   g. Triangle base--Prevents splits in hairstyle

7. Discussion should include:

   a. No-stem--Roller placed directly on base for maximum strength and height and the least mobility

   b. Half-stem--Roller placed half on and half off base for medium strength and height

   c. Full-stem--Roller placed below base to give greater mobility and weaker wave pattern

8. a. 4

   b. 6

   c. 3

   d. 5

   e. 1

   f. 2

9. a. I
   b. V
10. a. Concealed
    b. Side
    c. Curved horizontal
    d. Center
    e. Diagonal
11. a. 3
    b. 4
    c. 1
    d. 5
    e. 2
12. Discussion should include:
    a. Volume roller placement--Creates maximum height or fullness by placing rollers on base
    b. Indentation--Creates close design by keeping hair at scalp level and rolling over to one-half off the base
    c. Circular action--Directs hair from a pivot point or radial point to form a circular or semi-circular movement
    d. Neutral roller placement--Gives medium volume; hair may move in three directions when roller is placed on pickup line; is used for blending or straight lines in hair
    e. Tapered roller placement--Gives tight curve to hairstyle
    f. Long roller placement--Creates large designs or smooth styles on long hair
    g. Short roller placement--Creates smaller designs for shorter hair
    h. Vertical roller placement--Produces waves and medium strength when placed on pickup line
    i. Roller placed at 45° angle in upward movement--Produces maximum strength and depth in wave pattern
    j. Roller placed at 45° angle in downward movement--Produces minimum strength and wide wave pattern

k. Directing bases for waves

1) Right angle--Strand of hair drawn to right angle of roller and rolled around right end will produce beginning of a wave

2) Left angle--Strand of hair drawn to left angle of roller and rolled around left end will produce wave

13. a. Setting lotion (wave set)

1) Gel

2) Liquid

b. Instant conditioner

c. Water

14. Any five of the following:

a. Wash hands before and after each patron

b. Use clean towel for each patron

c. Sanitize implements after each patron

d. Avoid use of objects dropped on floor until they have been sanitized

e. Avoid allowing solution to get into patron's eyes

f. Avoid placing implements in mouth

g. Avoid placing implements in uniform pockets

h. Avoid use of brush rollers for sanitary measures

15. Any eight of the following:

a. Avoid placing clips on top roller of hair to prevent creases while drying or during wet set

b. Comb hair smooth before placing on roller

c. Keep hair wet during roller setting procedure

d. Avoid clipping rollers together

e. Select proper diameter and length of roller according to desired style, hair length, and hair texture

f. Preplan style

g. Part hair sections only as wide and long as rollers to be used

h. Do not converge hair to a point to place on roller

i. Roll hair in direction of style desired, being sure to use proper bases and stems for volume or indentation

j. Clip rollers at back and through the base to insure a firm set

16. Performance skills evaluated to the satisfaction of the instructor

FINGERWAVING
UNIT VIII

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify equipment and materials used in fingerwaving. The student should be able to discuss hair growth directions, describe characteristics of a good fingerwave, and give a fingerwave on a full head of hair. This knowledge will be evidenced by completion of job sheet and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with fingerwaving to the correct definitions.
2. Identify equipment and materials used in fingerwaving.
3. Discuss hair growth directions.
4. Select from a list rules to observe during fingerwaving.
5. Describe main characteristics of a good fingerwave.
6. Demonstrate the ability to fingerwave a full head of hair using a side part.

FINGERWAVING
UNIT VIII

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and job sheets.

C. Make transparency.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

(NOTE: Show examples when possible.)

F. Discuss information sheet.

G. Discuss and demonstrate procedures outlined in job sheet.

H. Discuss hair fashion cycles.

I. Show pictures of fingerwaving hairstyles from the twenties and thirties and current wavy hair fashions.

J. Discuss types of fingerwave styles to be done on the State Board of Cosmetology Practical Exam.

K. Relate the importance of molding the hair and of using fingerwaving as an exercise to learn control of hair for high fashion styling.

L. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency master: TM 1--Equipment Used in Fingerwaving

D. Job Sheet #1--Fingerwave a Full Head of Hair Using a Side Part

E. Test

F. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

B. Kibbe, Constance V. *Standard Textbook of Cosmetology.* Bronx, New York: Milady Publishing Corp., 1972.

C. Colletti, Anthony. *The Art of Modern Hair Styling.* Bronx, New York: Milady Publishing Corp., 1957.

D. Hays, Rufus V. *Co-Ed-Co (Continuing Education in Cosmetology).* 5855 Beverly, Mission, Kansas 66202.

FINGERWAVING
UNIT VIII

INFORMATION SHEET

I. Terms and definitions

A. Shaping--Semi-circle combed into hair

B. Parallel (par-al-LEL)--Extending in the same direction but never meeting

C. Fingerwave--Series of hair shapings connected by ridges and alternating parallel semi-circles

D. Natural growth--Shape or direction of hair growth formed by nature

E. Distribute (dis-TRIB-ute)--Spread the hair evenly over a particular area

F. Molding--Shaping hair into a design such as a semi-circle

G. Cowlick--Tuft of hair which stands straight up and away from the head

H. Uniform (UNI-form)--Equal or even in design

I. Irregular hair growth (ir-REG-u-lar)--Unusual growth pattern

J. Preparation (prep-a-RA-tion)--Process of making the hair ready to style

K. Overdirecting--Combing the hair too far from the growth pattern when making a shaping

L. Underdirecting--Not enough direction or shaping combed into the hair

M. Mechanical aid (me-CHAN-i-cal)--Device such as a clip or clamp which aids in shaping or molding

N. Shallow wave--Slight wave pattern

O. Clockwise (CLOCK-wise)--Movement in the same direction as the hands of a clock

P. Counterclockwise (count-er-CLOCK-wise)--Movement in the opposite direction from the hands of a clock

INFORMATION SHEET

II. Equipment and materials used in fingerwaving (Transparency 1)

(NOTE: The items named below may or may not be used when fingerwaving. A styling comb and waving lotion should be the only implements used for beginning fingerwaving.)

A. Styling comb

B. Waving lotion

C. Clippies

D. Hair pin

E. Wave clamp

F. Hairnet

III. Hair growth directions

A. Natural part--Uniformly arranged follicles on one area of the head form a stream; when there are two opposing stream areas on the head a natural part occurs

B. Cowlick--Circular area of hair that stands up on head and that is usually found on front hairline or the crown area

C. Irregularity--Receding hairline, unusual shape or direction of growth, or any other unusual growth pattern

(NOTE: Natural parts, cowlicks, and irregular hair growths must be considered when styling the hair.)

IV. Safety rules to observe during fingerwaving

A. Avoid excessive use of waving lotions

B. Avoid use of waving lotion if it causes hair to be dry or flaky

C. Locate natural hair growth before beginning fingerwaves

D. Begin fingerwave on heavy side of head when using a side part

E. Avoid using mechanical aids to fingerwave hair

(NOTE: Learn to mold and shape the hair with fingers and comb instead of relying on mechanical aids.)

INFORMATION SHEET

F. Avoid coaxing hair into high ridges

G. Avoid overdirecting or underdirecting hair when molding

H. Style the fingerwave to blend with patron's features

I. Mold hair in direction of hair growth

(NOTE: Naturally curly or permanently waved hair waves better than straight hair.)

J. Dry hair thoroughly before beginning comb-out

K. Begin a fingerwave with a shaping

L. Begin fingerwaves at the open end of a shaping

M. Fingerwave the hair all the way to the scalp

V. Characteristics of a good fingerwave

A. S-shaped pattern should appear in the hair

B. Bottom ridge must be parallel with the top ridge

C. Center of the wave between the two ridges should be uniform

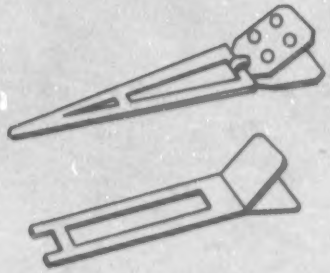
D. Hair should be evenly distributed

E. Hair should be neither overdirected nor underdirected

Equipment Used In Fingerwaving

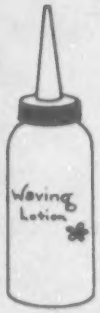
Styling Comb

Hair Pin

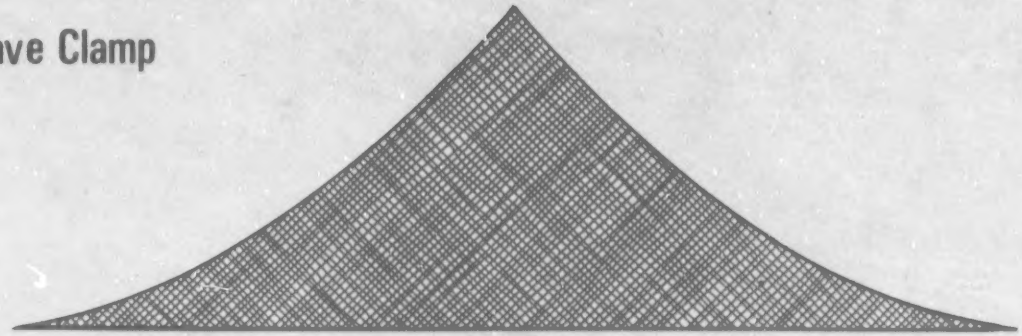


Clippies

Wave Clamp



Waving Lotion



Hairnet

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FINGERWAVING
UNIT VIII

JOB SHEET #1--FINGERWAVE A FULL HEAD OF HAIR USING A SIDE PART

I. Implements and equipment

A. Styling comb

B. Shampoo cape

C. Shampoo

D. Hair brush

E. Neck strip

F. Hairnet (optional)

II. Materials--Styling lotion

III. Procedure

A. Wash hands

B. Shampoo patron's hair

C. Comb out tangles

D. Locate natural growth

E. Apply styling lotion to area to be fingerwaved first

(NOTE: Hair must be kept wet to mold.)

F. Make side part (Figure 1)

(NOTE: Side part should go back to top of crown.)

FIGURE 1

JOB SHEET #1

G. Begin fingerwave on top of head and on the heavy side of part (Figure 2)

FIGURE 2

H. Prepare hair by combing hair parallel to direction of first ridge, forming a shallow shaping (Figure 3)

FIGURE 3

(NOTE: Avoid overdirecting or underdirecting the preparation shaping.)

JOB SHEET #1

I. Place index finger directly above the area where first ridge is to be located and at open end of the prepared hair shaping (Figure 4)

FIGURE 4

(NOTE: When making the first ridge from a side part, the open end should be at hairline area in order to make a bang-like wave on forehead. Your index finger is your guide. Always place it at the angle at which the ridge is to go.)

J. Insert large teeth of styling comb directly under index finger (Figure 5)

FIGURE 5

(NOTE: Hold styling comb by placing the fingers over the comb and the thumb underneath the small-tooth end of the comb.)

JOB SHEET #1

K. Point teeth of comb slightly upward and draw the comb forward along the fingertip of index finger (Figure 6)

FIGURE 6

(NOTE: The forward movement of the comb should be about 2.5 cm [one inch].)

L. Hold index finger in place and flatten comb against the head (Figure 7)

FIGURE 7

M. Remove index finger from head

(NOTE: Comb should stay flattened against head.)

JOB SHEET #1

N. Place middle finger above the newly formed ridge and the index finger over the comb (Figure 8)

FIGURE 8

(NOTE: Ridge may be emphasized by pressing the middle and index fingers together.)

O. Apply firm pressure with middle finger

(NOTE: Firm pressure is needed so that hair previously waved will not be torn down when continuing to another area.)

P. Turn teeth of comb downward toward scalp (Figure 9)

FIGURE 9

JOB SHEET #1

Q. Bring the comb down and comb ends in opposite direction of first ridge (Figure 10)

FIGURE 10

(NOTE: Avoid overdirecting the shaping under the first ridge.)

R. Place index finger beside and above first ridge (Figure 11)

FIGURE 11

S. Insert comb with teeth pointed slightly upward

T. Draw comb forward to previously completed ridge

U. Change fingers, placing middle finger on top of ridge and index finger over comb

(NOTE: Top wave should go back only to the end of the side part.)

JOB SHEET #1

V. Bring comb down and comb hair ends in opposite direction of first ridge

(NOTE: All hair should be evenly distributed throughout fingerwaving procedure. The small teeth of the comb may be used to smooth the hair in the wave.)

W. Begin second ridge at open end of shallow shaping

(NOTE: The second ridge should begin opposite of the beginning for the first ridge.)

X. Place index finger directly above area where second ridge is to be placed (Figure 12)

FIGURE 12

(NOTE: The space between each wave on the full head should be equal.)

Y. Insert large teeth of comb directly under index finger

Z. Point teeth of comb slightly upward and draw the comb toward fingertip of index finger

AA. Flatten comb against head

BB. Place fingers over and under ridge

CC. Apply firm pressure with fingers and point teeth of comb downward

JOB SHEET #1

DD. Bring comb down and comb hair ends the opposite direction from the second ridge (Figure 13)

FIGURE 13

EE. Place index finger beside and above second ridge

FF. Complete second ridge back to end of the side part (Figure 14)

FIGURE 14

JOB SHEET #1

GG. Begin third ridge at open end on hairline (Figure 15)

FIGURE 15

HH. Continue third ridge around crown area to opposite hairline (Figure 16)

FIGURE 16

JOB SHEET #1

II. Complete fingerwave formation, continuing in back and forth manner from hairline to hairline (Figure 17)

FIGURE 17

JJ. Mold ends of hair into wave or complete style using pincurls (Figure 18)

FIGURE 18

KK. Dry hairstyle

(NOTE: A net may be carefully placed over fingerwaved head before drying.)

LL. Clean work area and sanitize implements

FINGERWAVING
UNIT VIII

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions.

_____a.	Series of hair shapings connected by ridges and alternating parallel semi-circles	1.	Overdirecting
_____b.	Shape or direction of hair growth formed by nature	2.	Shallow wave
_____c.	Semi-circle combed into hair	3.	Molding
_____d.	Extending in the same direction but never meeting	4.	Shaping
_____e.	Spread the hair evenly over a particular area	5.	Fingerwave
_____f.	Shaping hair into a design such as a semi-circle	6.	Natural growth
_____g.	Tuft of hair which stands straight up and away from the head	7.	Counterclockwise
_____h.	Equal or even in design	8.	Mechanical aid
_____i.	Unusual growth pattern	9.	Underdirecting
_____j.	Process of making the hair ready to style	10.	Clockwise
_____k.	Combing the hair too far from the growth pattern when making a shaping	11.	Preparation
_____l.	Not enough direction or shaping combed into the hair	12.	Cowlick
_____m.	Device such as a clip or clamp which aids in shaping or molding	13.	Parallel
_____n.	Slight wave pattern	14.	Uniform
_____o.	Movement in the same direction as the hands of a clock	15.	Distribute
_____p.	Movement in the opposite direction from the hands of a clock	16.	Irregular hair growth

2. Identify the following equipment and materials by placing the number of the illustration in the blank next to its correct name.

_____a. Styling comb

_____b. Waving lotion

_____c. Clippies

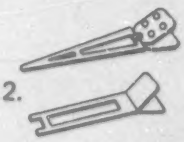
_____d. Hair pin

_____e. Wave clamp

_____f. Hairnet

1.

2.



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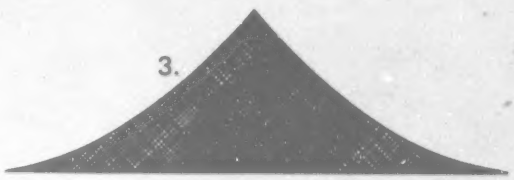


4.

5.

6.

3. Discuss hair growth directions by writing a short statement about each of the following.

a. Natural part--_____

_____

_____

b. Cowlick--_____

_____

_____

c. Irregularity--_____

_____

_____

_____

4. Select from the following list rules to observe during fingerwaving by marking an "X" in the correct blanks.

_____a. Begin fingerwaves at the closed end of a shaping

_____b. Avoid excessive use of waving lotions

_____c. Locate natural hair growth before beginning fingerwaves

_____d. Damp dry hair when special styling effects are planned

_____e. Overdirect coarse hair because it tends to settle more than normal hair

_____f. Avoid use of waving lotion if it causes hair to be dry or flaky

_____g. Avoid overdirecting or underdirecting hair when molding

_____h. Begin fingerwave on heavy side of head when using a side part

_____i. Begin fingerwave on light side of head when using a side part

_____j. Avoid using mechanical aids to fingerwave hair

_____k. Begin fingerwaves at the open end of a shaping

_____l. Dry hair thoroughly before beginning comb-out

_____m. Mold hair in the opposite direction of hair growth to create more body

_____n. Fingerwave the hair to varying lengths from the scalp to develop a molding design

_____o. Begin a fingerwave with a shaping

_____p. Fingerwave the hair all the way to the scalp

_____q. Avoid coaxing hair into high ridges

_____r. Style the fingerwave to blend with patron's features

_____s. Use mechanical aids to speed up waving process

_____t. Mold hair in direction of hair growth

5. Describe the five main characteristics of a good fingerwave.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

6. Demonstrate the ability to fingerwave a full head of hair using a side part.

(NOTE: If this activity has not been accomplished prior to the test, ask the instructor when it should be completed.)

FINGERWAVING
UNIT VIII

ANSWERS TO TEST

1. a. 5
   b. 6
   c. 4
   d. 13
   e. 15
   f. 3
   g. 12
   h. 14
   i. 16
   j. 11
   k. 1
   l. 9
   m. 8
   n. 2
   o. 10
   p. 7
2. a. 5
   b. 4
   c. 2
   d. 1
   e. 6
   f. 3

3. Discussion should include:

   a. Natural part--Uniformly arranged follicles on one area of the head form a stream; when there are two opposing stream areas on the head a natural part occurs

   b. Cowlick--Circular area of hair that stands up on head and that is usually found on front hairline or the crown area

   c. Irregularity--Receding hairline, unusual shape or direction of growth, or any other unusual growth pattern

4. b, c, f, g, h, j, k, l, o, p, q, r, t

5. Description should include:

   a. S-shaped pattern should appear in the hair

   b. Bottom ridge must be parallel with the top ridge

   c. Center of the wave between the two ridges should be uniform

   d. Hair should be evenly distributed

   e. Hair should be neither overdirected nor underdirected

6. Performance skills evaluated to satisfaction of instructor

COMB-OUTS
UNIT IX

UNIT OBJECTIVE

After completion of this unit, the student should be able to demonstrate the ability to brush and backcomb hair into desired style. This knowledge will be evidenced by completion of job sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with comb-outs to the correct definition.
2. Identify equipment used in comb-outs.
3. Match hairdressing fundamentals to the correct applications.
4. Describe backcombing techniques.
5. Distinguish between stacking and shifting.
6. List common problems found when backcombing.
7. Demonstrate the ability to:
   a. Apply basic comb-out techniques.
   b. Backcomb hair.
   c. Lace hair.
   d. Backbrush hair.
   e. Stretch a wave.

COMB-OUTS
UNIT IX

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and job sheets.

C. Make transparency.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

F. Discuss information sheet.

G. Discuss and demonstrate procedures outlined in job sheets.

H. Plan a field trip to a beauty or trade show where hairstyles are to be featured.

I. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency master: TM 1--Equipment Used in Comb-Outs

D. Job sheets

1. Job Sheet #1--Apply Basic Comb-Out Techniques
2. Job Sheet #2--Backcomb Hair
3. Job Sheet #3--Lace Hair
4. Job Sheet #4--Backbrush Hair
5. Job Sheet #5--Stretch a Wave

E. Test

F. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

B. *Professional Mechanics of Comb-Outs.* P.M.H.D. Encyclopedia of Beauty, vol. 3. Chicago: P.M.H.D. Publishing Co., 1969.

C. Hays, Rufus V. *Co-Ed-Co (Continuing Education in Cosmetology).* 5855 Beverly, Mission, Kansas 66202.

COMB-OUTS
UNIT IX

INFORMATION SHEET

I. Terms and definitions

A. Asymmetrical (asym-MET-ri-cal)--Unbalanced or uneven

B. Finish--Complete the hairstyle

C. Volume (VOL-ume)--Lift or height created in hairstyle

D. Technique (tech-NIQUE)--Method or process of performing a task

E. Build the set--Put volume into hair by backcombing, backbrushing, or lacing techniques

F. Silhouette (sil-hou-ETTE)--Size and shape of completed style

G. Design--Waves, curls, and straight lines in hair

(NOTE: These are sometimes called *lines*.)

H. Cushioning (CUSH-ion-ing)--Matting hair on base of strand by backcombing

I. Backcomb--Process of cushioning and controlling hair by pressing short, tapered hair to the scalp

J. Lacing--Process of placing light control and volume in hair using a brush

K. Backbrushing--Process of placing cushioning in hair using a brush

L. Abstract (AB-stract)--Ends of hairstyle may be free or exposed; commonly called a *casual style*

M. Dressing hair--Styling hair

N. Unfold--Combing through dried set and checking design

O. Tapering--Shorter lengths of hair intermingled with longer lengths

P. Stacking--Process of cushioning hair to obtain maximum volume

Q. Shifting--Process of cushioning hair to obtain minimum volume

R. Curvature (CUR-va-ture)--Curve or arc in the hair, usually on bangs area

S. Tension (TEN-sion)--Stretching the hair taut

INFORMATION SHEET

T. Indentation (in-den-TA-tion)--Curved or hollow valley in hairstyle

U. Interlock--Join together

II. Equipment used in comb-outs (Transparency 1)

A. Combs

1. Rattail comb

2. Styling comb

3. Lifting comb

B. Brush

C. Comb-out cape

D. Lift

III. Various hairdressing fundamentals

A. Combing out set--Use comb to unfold dried set into pre-planned style by combing hair into setting pattern direction or design, beginning at back of set on bottom row of curls

(NOTE: Keep hair close to head while combing out the dried set.)

B. Brushing the set--Relax set by brushing the unfolded set to obtain control and by brushing hair flat to the head and straight back

(NOTE: Brushing out a strong set will allow the hairstyle to comb out easier and last longer.)

C. Building the style--Backbrush, backcomb, or lace hair away from the head and build the design with hair direction, keeping movements of the style barely visible and creating volume where needed

(NOTE: Build the hair fuller than desired.)

D. Placing the hair--Place waves, shapings, or straight lines in hair, starting at beginning of hair direction and defining silhouette and design

(NOTE: This is done after building the design and volume into the hair.)

INFORMATION SHEET

E. Finishing the style--Stroke hair lightly into pattern with comb or lift, starting at open end of wave pattern and working toward closed end

(NOTE: Waves create a smoother design. Each step of the comb-out should begin at the open end of the waves to prevent destroying the already completed work. The abstract design gives a more casual appearance. The hair should be layered by beginning at the closed end of the hair direction and allowing each strand to rest over the already completed one.)

F. Backcombing--Hold small strand of hair between middle and index fingers, insert comb about 2.5 cm (one inch) from scalp, and push short, tapered hair toward scalp to form cushioned base under hairstyle

G. Lacing hair--Hold strand of hair straight up with one hand while brushing small sections in opposite directions

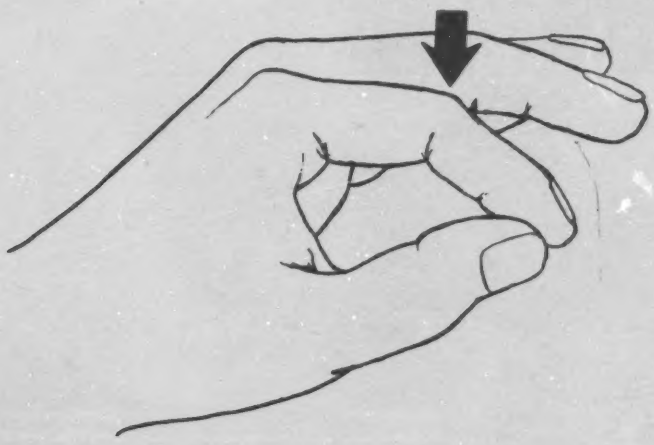
H. Backbrushing--Use a brush to rotate short, tapered hair to scalp, forming cushioning on the scalp

I. Stretching a wave--Use comb and fingers to comb through shaping, beginning at open end of wave pattern and lifting and smoothing to finish style

J. Combing the silhouette--Controlled by size, shape, and position of hair on the head and placement of hairstyle on head

IV. Backcombing techniques

A. Using proper grip--Hold hair taut between index and middle fingers, applying pressure on index finger with thumb



INFORMATION SHEET

B. Backcombing for volume on top of head

1. Hold hair in almost vertical position from head, inserting comb 2.5 cm (one inch) from base and pressing comb down to base before removing comb

2. Repeat procedure, going a step higher each time and using shifting technique off hairline

3. Connect each succeeding section to build the desired cushion and volume

C. Backcombing for volume in crown area--Hold hair at a 90° angle and build the cushion outward from base to achieve maximum volume

INFORMATION SHEET

D. Backcombing the nape area--Use lesser shifting for minimum volume by holding hair at very low angle

E. Backcombing the curvature design

1. Divide curve into three sections and begin backcombing, using a shifting method and combing ends of second section together with first section

2. Begin the shifting process again until all three sections have been backcombed and united

(NOTE: Hold hair low and backcomb the hair close to the base when backcombing a curvature.)

INFORMATION SHEET

V. Stacking and shifting

A. Stacking--Method used to place backcombing in the hair by holding the hair from 60-90° angle between the index and middle finger and placing pressure using the thumb while pressing the tapered hair to the scalp

(NOTE: Hair held at 90° gives the maximum volume possible when backcombing.)

B. Shifting--Method used to place backcombing in the hair by holding the hair from 0-60° angle to produce less volume in the hair where control but not height is needed

VI. Common problems found when backcombing

A. Improper grip which causes uneven distribution and uneven backcombing

B. Placing comb too far onto the strand of hair and too far away from base, compressing hair into knot and not pressing enough hair to form cushion on base

C. Backcombing in center of strand

D. Hair held to a point and backcombed straight out to ends creating tee-pees

E. Weak grip which allows hair strand to move and gives no support to backcombing

F. Sectioning too wide which causes uneven backcombing

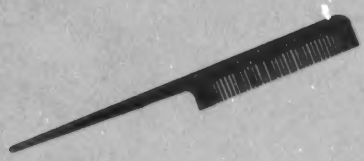
G. Backcombing all hair down to base, leaving no ends to smooth

(NOTE: This problem is commonly called *ratting*.)

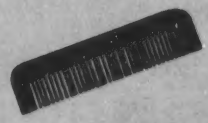
H. Holding hair too flat and forward, causing matting of the hair instead of cushioning

I. Strokes too far apart

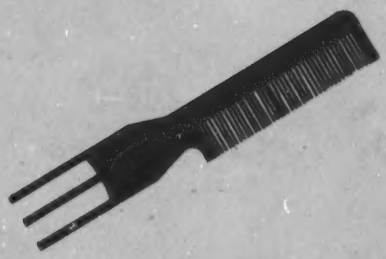
Equipment Used in Comb-Outs



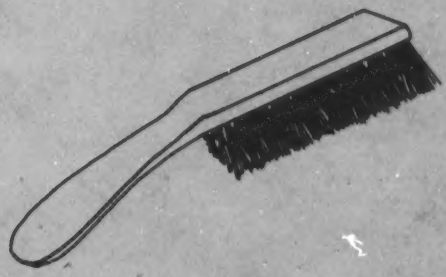
Rattail Comb



Styling Comb

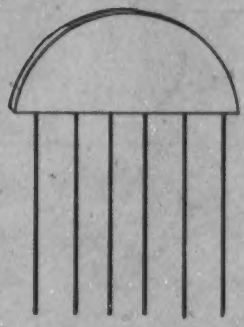


Lifting Comb



Brush

Comb-Out Cape



Lift

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TM 1

COMB-OUTS
UNIT IX

JOB SHEET #1--APPLY BASIC COMB-OUT TECHNIQUES

I. Implements and equipment

- A. Comb
- B. Lift
- C. Brush
- D. Comb-out cape

II. Materials--Hair spray

III. Procedure

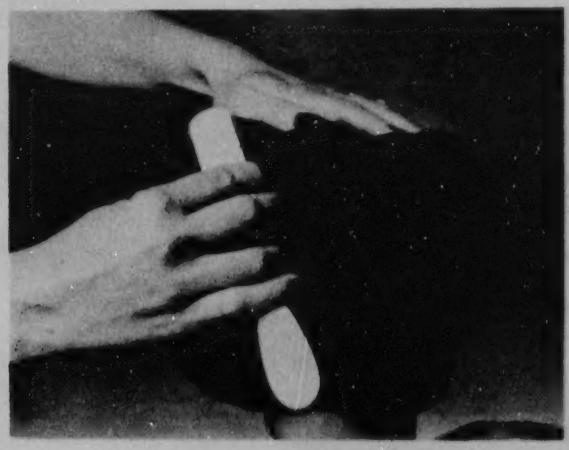
- A. Wash hands
- B. Place comb-out cape around patron's neck
- C. Remove rollers and clips
- D. Comb hair beginning at nape area and combing in direction of hairstyling pattern; keep hair close to head and allow design to show (Figure 1)

FIGURE 1

JOB SHEET #1

E. Begin to brush the hair straight back, following through with opposite hand and making sure that hair is brushed all the way down to the scalp to properly relax set (Figure 2)

FIGURE 2



F. Build the style using the backcombing, lacing, or backbrushing technique and allowing the design to be barely visible

(NOTE: Build the style larger than the intended style is going to be.)

G. Place the hair into a well-defined silhouette and design using a comb or lift or any implement that is effective; begin at open end of shaping if waves are to be combed and closed end of hair direction if abstract style is to be combed (Figure 3)

FIGURE 3

JOB SHEET #1

H. Finish hairstyle by lightly stroking hair into final design and removing excess fullness

(NOTE: Do not force hair down or you will destroy the style.)

I. Turn patron to mirror and check hairstyle for balance

(NOTE: Some lifting and smoothing may need to be done.)

J. Spray hair lightly to hold set

K. Clean work area and sanitize implements

COMB-OUTS
UNIT IX

JOB SHEET #2--BACKCOMB HAIR

I. Implements and equipment

A. Comb

B. Lift

C. Brush

D. Comb-out cape

II. Materials--Hair spray

III. Procedure

A. Wash hands

B. Begin backcombing procedure in volume area of head

(NOTE: Usually, the top or crown area is the volume area.)

C. Stand behind area to be backcombed, slice out section of hair, and hold hair between index and middle finger at almost a 45° angle

(NOTE: Slice out only enough hair that the teeth of the comb can go through completely.)

D. Place hand close to base of hair with firm, even movement and without tension (Figure 1)

FIGURE 1

(NOTE: Volume backcombing should always be done under the strand of hair.)

JOB SHEET #2

E. Insert comb into strand approximately 2.5 cm (one inch) above base with teeth of comb pointing slightly upward (Figure 2)

FIGURE 2

F. Press comb flat to base, holding hair firm (Figure 3)

FIGURE 3

G. Remove comb from section and insert one step higher on strand of hair

H. Press comb flat to base

I. Remove comb and repeat procedure until sufficient base has been formed, using shifting technique in top area

J. Connect each section together by backcombing

(NOTE: Connecting all the bases intensifies the support of the backcombing.)

JOB SHEET #2

Hold the hair at a higher angle, almost 90°, to provide maximum volume in crown area (Figure 4)

(NOTE: This technique is called *stacking.*)

FIGURE 4

L. Continue building the cushion outward from the base

M. Backcomb nape area, holding hair at a very low angle and using the lesser shifting technique (Figure 5)

FIGURE 5

N. Complete backcombing procedure on either side of head using proper technique for desired volume

(NOTE: If the style to be combed is asymmetrical, which is full on one side and is close to the head on the opposite side, backcomb the hair for volume on the full side and backcomb the close side using the lesser shifting method.)

JOB SHEET #2

O. Smooth over backcombed surface, being careful not to remove backcombing

P. Spray lightly to hold set

Q. Clean work area and sanitize implements

COMB-OUTS
UNIT IX

JOB SHEET #3--LACE HAIR

I. Implements and equipment

A. Brush

B. Comb-out cape

II. Materials--Hair spray

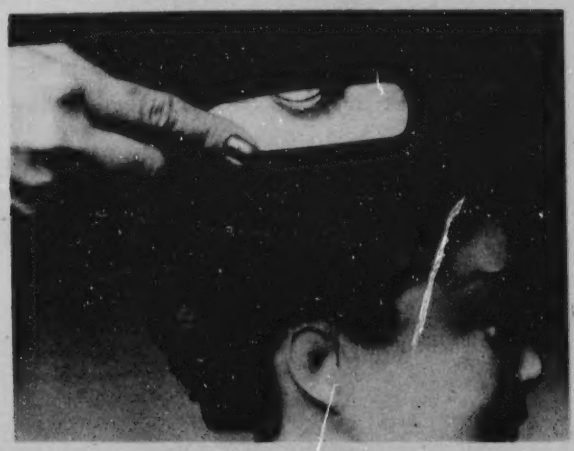
III. Procedure

A. Wash hands

B. Place comb-out cape around patron's shoulders

C. Brush out set in upward direction (Figure 1)

FIGURE 1



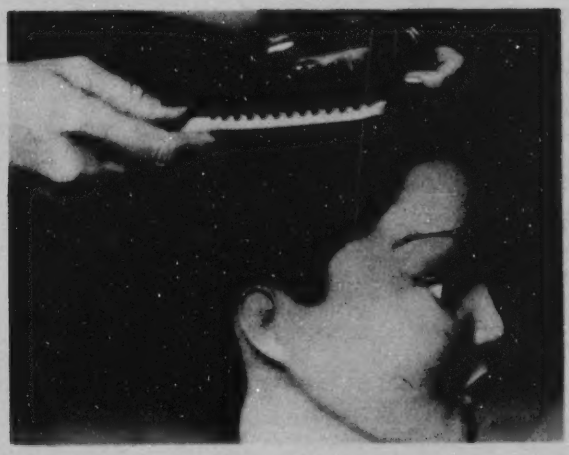
D. Hold hair evenly between index and middle fingers (Figure 2)

FIGURE 2

JOB SHEET #3

E. Place side of brush against hair surface (Figure 3)

FIGURE 3



F. Turn brush down and direct over surface of hair (Figure 4)

FIGURE 4

JOB SHEET #3

G. Turn brush flat against scalp at bottom of section, meshing a thin section of hair to the scalp (Figure 5)

FIGURE 5

(NOTE: This same movement is repeated on the top and back sections of the head to complete procedure.)

H. Use comb or brush to finish hairstyle

I. Spray lightly with hair spray to hold set

J. Clean work area and sanitize implements

COMB-OUTS
UNIT IX

JOB SHEET #4--BACKBRUSH HAIR

I. Implements and equipment

A. Brush

B. Comb-out cape

II. Materials--Hair spray

III. Procedure

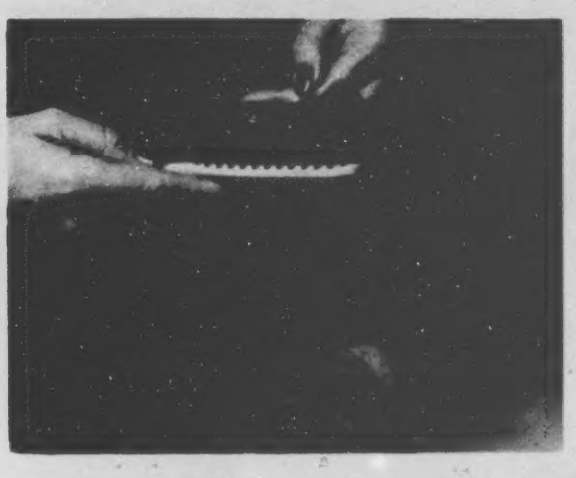
A. Wash hands

B. Place comb-out cape around patron's shoulders

C. Section small strand of hair and grasp between index and middle finger

D. Place the back of the brush against the base of the hair strand (Figure 1)

FIGURE 1



JOB SHEET #4

E. Turn bristles into hair strand (Figure 2)

FIGURE 2

F. Press the shorter hairs to the base of the strand (Figure 3)

FIGURE 3

JOB SHEET #4

G. Rotate brush through to release longer strands (Figure 4)

FIGURE 4

H. Free brush from hair after first stroke is completed, releasing ends in direction of design

(NOTE: The angle at which hair is held will determine the amount of fullness achieved.)

I. Begin second stroke by placing back of brush against base and turning bristles into hair strand (Figure 5)

FIGURE 5

J. Press shorter hairs to base

JOB SHEET #4

K. Release ends in direction of design

(NOTE: If an indentation is to be used, interlock top section with the brush and flair the ends into the design.)

L. Finish style after entire head has been backbrushed

M. Spray lightly to hold set

N. Clean work area and sanitize implements

COMB-OUTS
UNIT IX

JOB SHEET #5--STRETCH A WAVE

I. Implements and equipment

A. Comb

B. Brush

C. Comb-out cape

II. Materials--Hair spray

III. Procedure

A. Wash hands

B. Place comb-out cape on patron's shoulders

C. Brush out wave pattern

(NOTE: The hair may be backbrushed to add volume and a smooth surface to the wave.)

D. Place comb at open end of shaping in the center

E. Place index finger over center of shaping above comb, using firm pressure

F. Draw comb through shaping, moving in direction of design

G. Follow design with comb to reverse shaping

H. Move index finger and place in center of reverse shaping, using firm pressure

I. Lift hair ends and smooth for fullness

J. Circle ends to finish wave pattern

(NOTE: This technique may be used to make the hair smoother and less fluffy by brushing the hair smooth.)

K. Complete style

L. Spray lightly to hold the set

M. Clean work area and sanitize implements

COMB-OUTS
UNIT IX

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions. (Answers for "a" through "n" are on this page.)

_____a. Unbalanced or uneven

_____b. Complete the hairstyle

_____c. Put volume into hair by backcombing, backbrushing, or lacing techniques

_____d. Lift or height created in hairstyle

_____e. Method or process of performing a task

_____f. Size and shape of completed style

_____g. Waves, curls, and straight lines in hair

_____h. Process of cushioning and controlling hair by pressing short, tapered hair to the scalp

_____i. Process of placing light control and volume in hair using a brush

_____j. Process of placing cushioning in hair using a brush

_____k. Ends of hairstyle may be free or exposed; commonly called a *casual style*

_____l. Styling hair

_____m. Combing through dried set and checking design

_____n. Shorter lengths of hair intermingled with longer lengths

1. Lacing
2. Silhouette
3. Dressing hair
4. Finish
5. Design
6. Abstract
7. Volume
8. Technique
9. Backbrushing
10. Unfold
11. Backcomb
12. Tapering
13. Asymmetrical
14. Build the set

_____o. Process of cushioning hair to obtain maximum volume

_____p. Process of cushioning hair to obtain minimum volume

_____q. Matting hair on base of strand by backcombing

_____r. Curve or arc in the hair, usually on bangs area

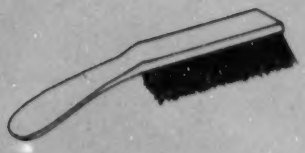
_____s. Stretching the hair taut

_____t. Curved or hollow valley in hairstyle

_____u. Join together

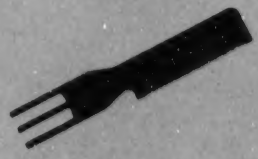
15. Tension
16. Shifting
17. Stacking
18. Interlock
19. Indentation
20. Curvature
21. Cushioning

2. Identify the following equipment used in comb-outs by writing the correct names in the blanks provided.

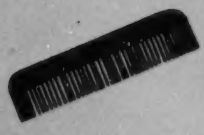


a. _____

b. _____



c. _____



d. _____

e. _____

f. _____

3. Match the hairdressing fundamentals on the right to the correct applications.

_____a. Use comb to unfold dried set into pre-planned style by combing hair into setting pattern direction or design, beginning at back of set on bottom row of curls

_____b. Relax set by brushing the unfolded set to obtain control and by brushing hair flat to the head and straight back

_____c. Backbrush, backcomb, or lace hair away from the head and build the design with hair direction, keeping movements of the style barely visible and creating volume where needed

_____d. Place waves, shapings, or straight lines in hair, starting at beginning of hair direction and defining silhouette and design

_____e. Stroke hair lightly into pattern with comb or lift, starting at open end of wave pattern and working toward closed end

_____f. Hold small strand of hair between middle and index fingers, insert comb about 2.5 cm (one inch) from scalp, and push short, tapered hair toward scalp to form cushioned base under hairstyle

_____g. Hold strand of hair straight up with one hand while brushing small sections in opposite directions

_____h. Use a brush to rotate short, tapered hair to scalp, forming cushioning on the scalp

_____i. Use comb and fingers to comb through shaping, beginning at open end of wave pattern and lifting and smoothing to finish style

_____j. Controlled by size, shape, and position of hair on the head and placement of hairstyle on head

1. Backcombing
2. Lacing hair
3. Stretching a wave
4. Backbrushing
5. Combing out set
6. Placing the hair
7. Brushing the set
8. Combing the silhouette
9. Building the style
10. Finishing the style

4. Describe in writing the following backcombing techniques.

a. Using proper grip--_____

_____

_____

_____

_____

b. Backcombing for volume on top of the head--_____

_____

_____

_____

_____

_____

_____

_____

_____

c. Backcombing for volume in crown area--_____

_____

_____

_____

_____

d. Backcombing the nape area--_____

_____

_____

_____

_____

e. Backcombing the curvature design--_____

_____

_____

_____

_____

_____

_____

_____

_____

5. Distinguish between stacking and shifting by placing an "X" in front of the statement which describes stacking.

_____a. Method used to place backcombing in the hair by holding the hair from 0-60° angle to produce less volume in the hair where control but not height is needed

_____b. Method used to place backcombing in the hair by holding the hair from 60-90° angle between the index and middle finger and placing pressure using the thumb while pressing the tapered hair to the scalp

6. List seven common problems found when backcombing.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

7. Demonstrate the ability to:

a. Apply basic comb-out techniques.

b. Backcomb hair.

c. Lace hair.

d. Backbrush hair.

e. Stretch a wave.

(NOTE: If these activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

COMB-OUTS
UNIT IX

ANSWERS TO TEST

1. a. 13
   b. 4
   c. 14
   d. 7
   e. 8
   f. 2
   g. 5
   h. 11
   i. 1
   j. 9
   k. 6
   l. 3
   m. 10
   n. 12
   o. 17
   p. 16
   q. 21
   r. 20
   s. 15
   t. 19
   u. 18
2. a. Brush
   b. Lift
   c. Lifting comb
   d. Styling comb

e. Rattail comb

f. Comb-out cape

3. a. 5

b. 7

c. 9

d. 6

e. 10

f. 1

g. 2

h. 4

i. 3

j. 8

4. Description should include:

a. Using proper grip--Hold hair taut between index and middle fingers, applying pressure on index finger with thumb

b. Backcombing for volume on top of head

1) Hold hair in almost vertical position from head, inserting comb 2.5 cm (one inch) from base and pressing comb down to base before removing comb

2) Repeat procedure, going a step higher each time and using shifting technique off hairline

3) Connect each succeeding section to build the desired cushion and volume

c. Backcombing for volume in crown area--Hold hair at a 90° angle and build the cushion outward from base to achieve maximum volume

d. Backcombing the nape area--Use lesser shifting for minimum volume by holding hair at very low angle

e. Backcombing the curvature design

1) Divide curve into three sections and begin backcombing, using shifting method and combing ends of second section together with first section

2) Begin the shifting process again until all three sections have been backcombed and united

5. b

6. Any seven of the following:

   a. Improper grip which causes uneven distribution and uneven backcombing

   b. Placing comb too far onto the strand of hair and too far away from base, compressing hair into knot and not pressing enough hair to form a cushion on base

   c. Backcombing in center of strand

   d. Hair held to a point and backcombed straight out to ends creating tee-pees

   e. Weak grip which allows hair strand to move and gives no support to backcombing

   f. Sectioning too wide which causes uneven backcombing

   g. Backcombing all hair down to base, leaving no ends to smooth

   h. Holding hair too flat and forward, causing matting of the hair instead of cushioning

   i. Strokes too far apart

7. Performance skills evaluated to the satisfaction of the instructor

THERMAL HAIRSTYLING
UNIT X

UNIT OBJECTIVE

After completion of this unit, the student should be able to distinguish between types of hair pressing, select from a list problem areas and safety precautions to observe while thermal hairstyling, and demonstrate the ability to style hair using the thermal method. This knowledge will be evidenced by completion of the job sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with thermal hairstyling to the correct definitions.
2. Distinguish between soft press and hard press.
3. Discuss hair texture.
4. Distinguish between elasticity and porosity.
5. Match types of scalps to the problems that might occur during thermal hairstyling.
6. Match equipment used in thermal work to the correct functions.
7. Arrange in order the steps to follow when tempering thermal irons.
8. List factors to consider when determining the degree of heat to be used when thermal hairstyling.
9. Describe how to clean the thermal irons.
10. Match types of hair presses to the correct definitions.
11. Match types of thermal curling to the proper characteristics.
12. Select from a list problem areas to observe while thermal hairstyling.
13. Select from a list safety precautions to observe while thermal hairstyling.
14. Demonstrate the ability to:
    a. Give a soft press.
    b. Thermal curl hair.

c. Thermal wave hair.

d. Make side flare, sculpture, spiral (poker), and flip curls using the thermal method.

THERMAL HAIRSTYLING
UNIT X

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information sheet.

C. Make transparency.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

F. Discuss information sheet.

G. Discuss and demonstrate procedures outlined in job sheets.

H. Invite guest artist to demonstrate various thermal hairstyles on models.

I. Plan a field trip to a salon that specializes in thermal work.

J. Decorate bulletin board using pictures of several types of hair ranging from very curly to straight.

(NOTE: Actual hair samples may be used if available.)

K. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency master: TM 1--Equipment Used in Thermal Work

D. Job sheets

1. Job Sheet #1--Give a Soft Press

2. Job Sheet #2--Thermal Curl Hair

3. Job Sheet #3--Thermal Wave Hair

4. Job Sheet #4--Make Side Flare, Sculpture, Spiral (Poker), and Flip Curls Using the Thermal Method

E. Test

F. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

B. Barrett, Dean. *The Van Dean Manual: Professional Techniques for Cosmetologists.* rev. ed. Bronx, New York: Milady Publishing Corp., 1974.

C. Kibbe, Constance V. *Standard Textbook of Cosmetology.* Bronx, New York: Milady Publishing Corp., 1972.

THERMAL HAIRSTYLING
UNIT X

INFORMATION SHEET

I. Terms and definitions

A. Thermal hairstyling--Using heat to straighten, curl, or wave the hair temporarily

B. Pressing--Method of temporarily straightening over-curly hair or kinky hair using heated comb or irons

C. Croquignole (CRO-qui-gnole)--Method of thermal curling the hair by forming a figure 8

D. Marcel irons (mar-CEL)--Implement used for thermal curling

(NOTE: The marcel was named after Marcel Grateau, perfecter of the curling iron.)

E. Groove--Rounded portion of irons; also called *bowl*

F. Fish hook--Crimped or frizzy appearance on the ends or on the strand because the hair was improperly wound on the irons

G. Pressing comb--Metal comb that is heated and used to straighten over-curly hair by pressing rod at back of comb against the hair

H. Double-comb press--Pressing the hair twice using the pressing comb or thermal (marcel) irons

I. Diameter (di-AM-e-ter)--Length of a straight line passing through the center of a circular object and extending to the edges

J. Flexible--Yielding to influence or capable of conforming or changing; movable

K. Tempered (TEM-pered)--Heats evenly throughout

L. Revert (re-VERT)--To return; come back

M. Carbon (CAR-bon)--Nonmetallic residue collected on irons from the hair

N. Discoloration (dis-COL-or-A-tion)--Development of an undesired color

O. Pomade (po-MADE)--Medicated ointment for the hair

P. Section--Uniformly divide areas of the head

Q. Sub-section--Small parting inside section

INFORMATION SHEET

R. Binding--Position that restricts freedom of action

S. Impacted hair--Hair pressed or wedged together

II. Soft and hard presses

A. Soft press--Accomplished by using a pressing comb and by pressing the back rod of the heated comb against the hair that is normally curly, producing hair that is temporarily straightened

B. Hard press--Used when hair is more curly than normal; process is repeated twice or the marcel irons may be applied over the soft press

(NOTE: This procedure may also be called the *double-comb press.* Some pressing oil may need to be added to the hair strands during this procedure.)

III. Hair texture--Degree of coarseness or fineness of the hair as based on the diameter and feel of the hair

Examples: Hair diameter may be coarse, medium, or fine; coarse hair has the greatest diameter and fine hair has the smallest

The feel of the hair means that the hair actually *feels* wiry, soft, silky, or wooly

(NOTE: Coarse, over-curly hair can tolerate more heat due to the larger diameter but is more difficult to press. Fine hair is fragile and should require less heat or pressure for straightening.)

IV. Elasticity and porosity

A. Elasticity--Ability of the hair to stretch and return to its original form without breaking

(NOTE: Under normal conditions, dry hair can be stretched about one-fifth its length.)

B. Porosity--Ability of the hair to absorb moisture regardless of whether it is coarse, medium, or fine

(NOTE: Hair having normal or good porosity will return to its normal curly state after being wet or shampooed.)

V. Types of scalps that may present problems during thermal hairstyling

A. Normal--Presents little or no problem when pressing or thermal curling

B. Flexible--Presents problem when determining proper amount of pressure to place on the hair and placement of irons to prevent burns

INFORMATION SHEET

C. Tight--Presents problem unless hair is pressed in direction of hair growth

(NOTE: A scalp massage and brushing will aid in making the scalp more flexible.)

VI. Equipment used in thermal work and their functions (Transparency 1)

A. Pressing comb--Removes curl temporarily

(NOTE: The pressing comb is made of stainless steel, brass, or a combination of brass and copper.)

B. Electric pressing comb--Straightens curly hair temporarily by means of heat

(NOTE: The electric pressing comb contains a temperature setting and a thermostat.)

C. Gas heater--Heats pressing combs and irons; requires ventilation

D. Electric heater--Heats pressing combs and irons; requires no ventilation

E. Thermal (marcel) irons--Waves or curls the hair after being heated in gas or electric heater

F. Styling comb--Prevents hot irons from burning the scalp

(NOTE: The styling comb is used in conjunction with the irons and is used close to the scalp.)

G. Blow dryer--Removes moisture from the hair

H. Electric irons--Thermal wave or curl the hair

(NOTE: The electric iron is heated electrically and usually has a temperature setting and a thermostat. Avoid irons containing moisture because the dampness could cause the straightened hair to revert to its curly form.)

VII. Tempering thermal irons

(NOTE: Most new irons are factory tempered. If new irons have not been tempered satisfactorily, it should be done before using them.)

A. Heat irons until red hot

(NOTE: Do not overheat or irons could be ruined.)

B. Submerge the irons immediately in cold water

C. Dry irons

INFORMATION SHEET

D. Rub irons with linseed oil

(NOTE: After this treatment, the irons should hold heat evenly.)

VIII. Determining degree of heat to be used on the hair

(CAUTION: Always test heated irons by placing them on a small amount of tissue; if tissue turns yellow or scorches, the irons are too hot and must be cooled.)

A. Type of hair

Examples: Wiry or coarse, soft, silky, wooly, bleached, tinted, virgin

B. Type of shampoo used

Example: Dry shampoo

(CAUTION: Extreme care should be taken when using a flammable product.)

C. Condition of hair

Examples: Normal, [illegible]le, dry, oily, damaged

D. Elasticity

Examples: Normal, deficient

E. Porosity

Examples: Good porosity, over-porous, non-porous

F. Texture

Examples: Fine, medium, coarse

(NOTE: Analyze all the items listed above to determine condition and quality of the hair. Lesser heat should be used on fine, tinted, lightened, or damaged hair.)

IX. Cleaning thermal irons

A. Wash irons in soap solution containing a few drops of ammonia

B. Use fine sandpaper or steel wool with a little oil to remove rust and carbon

C. Oil thermal iron joints to maintain free movement

INFORMATION SHEET

D. Cleanse extremely corroded metal portions of irons by using a solution of lye and water

(CAUTION. Extreme caution must be taken when using the lye solution. Avoid contact with any portion of the skin or eyes.)

X. Types of presses and their descriptions

A. Blow press--Soft press using a small amount of pressing cream on the scalp applied after towel drying, before drying, or upon completion of the shampoo

B. Dry press--Soft press given without the aid of any type of pressing oil or cream

C. Oil press--Soft press given with the aid of a pomade or pressing cream applied as the hair is pressed

D. Hard press--Press is accomplished by giving a double soft press or by using the marcel iron after the soft press

E. Pulling--Marcel irons are used to pull small sections of hair straight at the same time to achieve a very straight or patent leather appearance

F. Croquignole press--Root is pressed and curl is imparted to the hair using only the marcel irons

G. Afro blow-out press--Impacted hair at the root or base of the scalp of the afro style is cleared, using a pressing comb or relaxer to achieve the stand-up effect

H. Touch-up--Soft press given on reasonably clean hair using the same techniques as the original press when some curliness reappears due to perspiration or dampness.

XI. Types of thermal curling and their characteristics

A. Croquignole--Figure 8 is formed by flipping the hair from handle to point

B. Round--Hair is wrapped around small end rod of irons and bowl is closed to form a circle

C. Even roll--Hair is wrapped evenly around the rod over and over to give an even distribution

D. Marcel--Flat curl is placed at end of marcel wave

E. Flip curl--Hair ends turn upward; usually used on a long hairstyle

INFORMATION SHEET

F. Side flare--C-shaped effect is formed on short hair causing sides to hug the head

G. Sculpture--Body and height are given to a style by placing a stand-up curl on base for maximum fullness and lift

H. Poker (spiral)--Corkscrew or hanging type curl; spiral effect

XII. Problem areas to observe during thermal hairstyling

A. Fish-hook ends can be avoided by properly wrapping the hair and hair ends around the irons and properly executing the curl

B. Maintaining the proper heat avoids frizz in the hair

(NOTE: Too much heat can cause frizz.)

C. Hair properly wrapped around the irons and properly revolved and clicked will free itself from the irons and form a good curl

D. Hair pressing straightens over-curly hair for a limited period of time

E. Double pressing or a hard press may be necessary when a soft press is not satisfactory

F. Lightened, tinted, or gray hair may require reconditioning treatments and mild heat to prevent discoloration

G. Coarse, over-curly hair is usually difficult to press and may require more heat and more pressure

H. Wiry, curly hair is resistant to pressing and may require more heat and pressure

I. Fine hair is fragile and requires less heat and pressure to prevent breakage during pressing

J. Pressing oil applied prior to or during a hair pressing treatment will make the hair softer and conditioned, prevents burning or scorching of hair, prevents breakage, and adds a sheen

K. Pressing comb and irons should always be free of carbon for a more effective service and should be cleaned regularly

L. When pressing short fine hair, care should be taken around the hairline to prevent hair breakage and burning the skin

M. When pressing fine wooly hair, be careful not to use too hot a comb or too much pressure, especially near the hair ends, to prevent breakage

INFORMATION SHEET

N. Thermal irons should not be used on chemically treated hair because of possible hair breakage

O. There is no set temperature for the irons when giving a curl or wave

(NOTE: The hair determines, basically, what temperature the irons should be.)

P. The comb used in thermal hairstyling should be approximately 17.78 cm (seven inches) long, made of hard rubber, and with all fine teeth to hold the hair more firmly

Q. The irons should be held in a comfortable position which allows for complete control of the irons

R. Hair must be clean to insure a good thermal curl or wave

S. Irons containing moisture should not be used because the hair may revert back to its curly state

XIII. Safety precautions to observe while performing a thermal hairstyle

A. Apply one percent gentian violet jelly or petroleum jelly to burns on skin or scalp immediately following the burn

(NOTE: Most physicians recommend applying ice or cold water to a burn.)

B. Test hot irons on tissue or white paper for a yellow or scorched appearance

(NOTE: If tissue appears yellow or scorched, cool iron before applying to the hair.)

C. Avoid pressing hair if the patron has abrasions, a contagious disease, or a scalp injury

D. Check gas line on gas heater to be sure it is open and working properly

E. Check all cords on electrical equipment to make sure they are not frayed

F. Avoid pressing hair too frequently to prevent breakage and progressive shortening of the hair

G. Avoid excessive heat and pressure on the hair and scalp during hair pressing

H. Dry the hair thoroughly after shampooing to prevent steam burns

I. Avoid use of too much pressing oil

INFORMATION SHEET

J. Avoid use of perfumed pressing oil near the scalp if patron has an allergy

K. Apply a conditioning treatment to damaged hair before pressing treatment

L. Avoid excessive heat on lightened, tinted, or gray hair

M. Avoid using metal, celluloid, or plastic combs when thermal hairstyling to prevent burns from combs

N. Do not place handle of the iron too far into the heater to prevent damage to iron handle and injury to you when removing the irons from the heater

O. Avoid burning or smoking the hair during pressing

P. Use small size pressing comb at temple and front hairline area

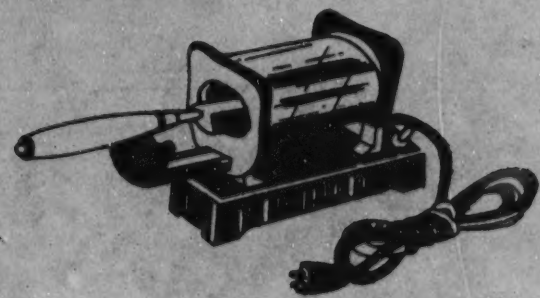
Q. Use moderately warm comb at temple and back of neck

R. Avoid placing an electric stove on a counter that could burn or too close to a mirror that could break due to heat

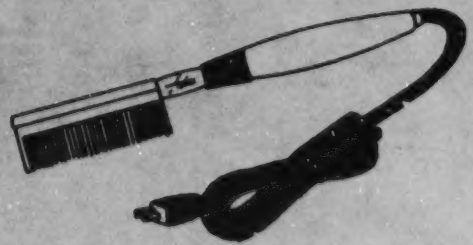
Equipment Used in Thermal Work

Conventional Pressing Comb

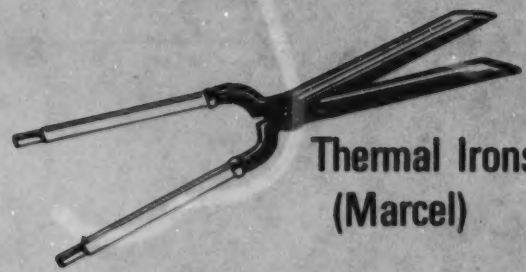
Gas Heater



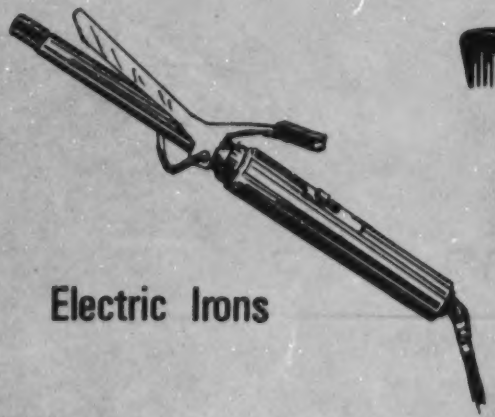
Electric Heater



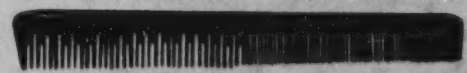
Electric Pressing Comb



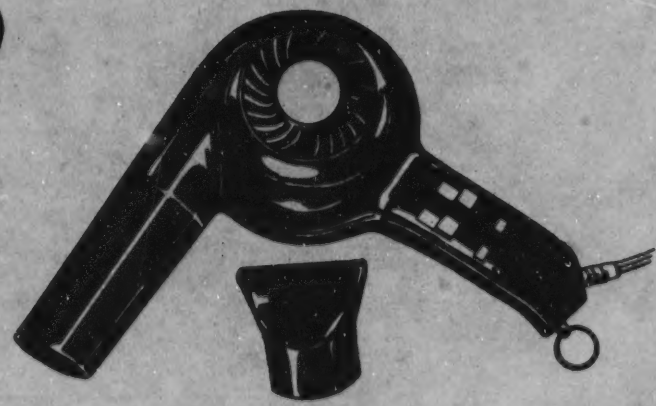
Thermal Irons
(Marcel)



Electric Irons



Styling Comb



Blow Dryer

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THERMAL HAIRSTYLING
UNIT X

JOB SHEET #1--GIVE A SOFT PRESS

I. Implements and equipment

- A. Pressing comb
- B. Gas or electric heater
- C. Hairbrush
- D. Hard rubber combs
- E. Thermal irons
- F. Towel
- G. Shampoo cape
- H. Neck strip
- I. Spatula
- J. Clips
- K. Blow dryer with nozzle; hair dryer
- L. White tissue

II. Materials

- A. Shampoo
- B. Pressing oil or cream
- C. Brilliantine or pomade

  (NOTE: Brilliantine is a colored and perfumed dressing used to make hair glossy.)

- D. Hair spray

III. Procedure

- A. Wash hands
- B. Drape patron
- C. Examine scalp for abrasions

JOB SHEET #1

D. Shampoo patron

(NOTE: Use cool water for the last rinse.)

E. Towel dry hair

F. Apply small amount of pressing oil or cream over entire head

(NOTE: Some cosmetologists prefer to dry hair before applying pressing cream.)

G. Dry the hair using a biow dryer or regular dryer and by fastening the hair into small sections for control

(NOTE: Fastening the hair into small sections will keep the hair from being too curly.)

(CAUTION: Be sure that the scalp is completely dry to avoid steam burns.)

H. Divide hair into sections

(NOTE: The four-section method is most commonly used.)

I. Clip each section securely, leaving one section free to begin pressing

(NOTE: Usually, the right back side is left free for sub-sectioning and pressing.)

J. Place pressing comb in heater

(NOTE: If the gas heater is used, place the teeth upward and away from the fire.)

K. Test comb on white piece of paper or tissue

(NOTE: If paper shows any sign of scorching, allow the comb to cool.)

L. Begin at top of back section, sub-sectioning the hair with a hard rubber comb

M. Hold the end of the sub-sectioned hair between the thumb and index finger upward and away from the scalp

JOB SHEET #1

N. Insert the teeth of the pressing comb into the top side of the hair section close to scalp (Figure 1)

FIGURE 1

(NOTE: Additional pressing oil or cream may be sparingly applied over section if needed.)

O. Hold the hair strand firmly against the back rod of the pressing comb (Figure 2)

FIGURE 2

(NOTE: The back rod of the comb actually does the pressing. The teeth are used to grade the hair.)

JOB SHEET #1

P. Draw the pressing comb out slightly, making a quick turn of the pressing comb so that the hair strands wrap themselves partially around the comb (Figure 3)

FIGURE 3

Q. Press the comb slowly through the hair strand until the ends of the hair pass through the teeth of the comb

R. Press the top side of the strand twice, if needed; reverse the comb and press once on underneath side of strand (Figure 4)

FIGURE 4

S. Bring each completed section over to opposite side of the head and lay or clip strand to keep it away from working area

T. Continue over entire head until all sections have been pressed

U. Cool hair under a cold hair dryer for approximately five minutes

(NOTE: If a haircut is to be given, it should be done at this time.)

JOB SHEET #1

V. Apply a small amount of brilliantine or pomade to hair nearest the scalp

W. Brush hair thoroughly to distribute the pomade over entire head

X. Style hair using irons if desired

Y. Comb hair into style

Z. Spray hair lightly with hair spray

AA. Clean work area and sanitize implements

(NOTE: If soft press is not satisfactory, a second press may be required. Additional pressing oil or cream is applied to hair only if necessary. This procedure is called a *double-comb* or *hard press*.)

THERMAL HAIRSTYLING
UNIT X

JOB SHEET #2--THERMAL CURL THE HAIR

I. Implements and equipment

A. Thermal irons

(NOTE: Irons come in different sizes and should be selected according to type of curl desired and the length of the hair.)

B. Hard rubber combs

C. Gas or electric heater (if conventional irons are used)

D. Shampoo cape and neck strip

E. Towel

F. White tissue

G. Hair spray

II. Procedure

(NOTE: Thermal hairstyling may be somewhat difficult to master and should be practiced using cold irons until the technique is mastered.)

A. Wash hands

B. Drape patron

(NOTE: If you are thermal curling the hair immediately following the pressing procedure, allow hair to cool.)

C. Check scalp for abrasions

D. Shampoo if needed

(NOTE: Do shampoo if hair has not been pressed and is dirty.)

E. Plan hairstyle

F. Comb hair thoroughly to remove all tangles

G. Divide head according to the hairstyle to be used

H. Heat thermal irons

JOB SHEET #2

I. Sub-section the sections into areas approximately 19.05 by 50.8 mm (3/4" by 2") wide (Figure 1)

FIGURE 1

(NOTE: Subsections may or may not be staggered.)

J. Test temperature of irons by placing irons on white paper or tissue

(NOTE: If tissue appears scorched, allow the irons to cool before applying them to the hair. The temperature of the irons should be guided by the patron's hair texture and condition.)

Example: Lightened, tinted, or gray hair should have less heat than coarse hair

K. Thermal curl hair

1. For short hair

a. Pick up a small strand of hair and comb smooth

(NOTE: The comb should be held between thumb and all four fingers.)

JOB SHEET #2

b. Insert irons approximately 25.4 mm (one inch) from the scalp with groove on top and hold for a few seconds (Figure 2)

FIGURE 2

c. Hold hair ends at same time in a firm, taut manner

d. Begin to rotate irons under (Figure 3)

FIGURE 3

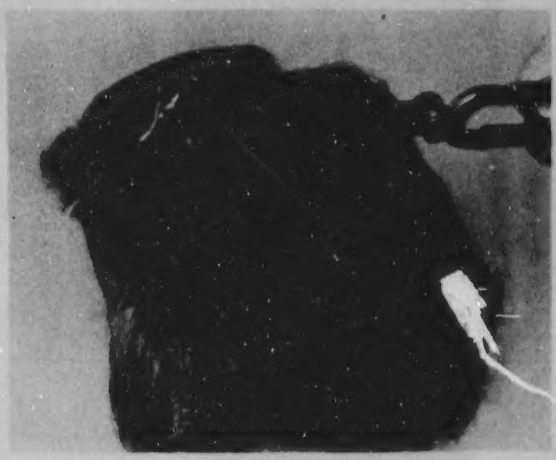
(NOTE: Roll the irons forward and backward, using only the fingers to rotate the irons. There should not be any sway or motion in the arm.)

e. Open and close irons rapidly to avoid scorching the hair

JOB SHEET #2

f. Continue rotating the irons as the hair ends are guided into center of the curl (Figure 4)

FIGURE 4



g. Hold for a few seconds

(CAUTION: Protect the scalp with the comb by placing the teeth of the comb under the curl and next to the scalp.)

h. Continue rotating irons and opening and closing them to keep the curl from binding

i. Continue rotating and opening and closing irons until hair ends disappear

j. Roll irons slowly to the scalp

k. Protect scalp with teeth of comb

l. Hold for a few seconds

JOB SHEET #2

m. Remove the curl from the irons by drawing the curl from the irons with the aid of the comb (Figure 5)

FIGURE 5

2. For medium length hair

a. Comb hair smooth

b. Insert irons with groove on top, about 25.4 mm (one inch) from scalp

c. Hold for a few minutes

d. Slide irons out about 50.8 mm (two inches) from scalp

e. Rotate irons under until strand comes up (Figure 6)

FIGURE 6

(NOTE: Hold strands with free hand.)

JOB SHEET #2

f. Place comb near scalp to protect the head from burns

g. Hold irons in place until firm curl is formed

h. Slide irons from curl using comb

3. For croquignole or figure 8 curl in long hair

a. Place groove of irons on top strand (Figure 7)

FIGURE 7

b. Insert irons on small section of hair approximately 25.4 mm (one inch) from the scalp and close the irons

c. Roll irons under

d. Click and roll irons until the groove is facing you (Figure 8)

FIGURE 8

JOB SHEET #2

e. Pick up ends of hair with free hand (Figure 9)

FIGURE 9

f. Continue rolling and clicking the irons, keeping the same distance from the scalp

g. Draw the hair strand toward the handle and then toward the point of the irons (Figure 10)

FIGURE 10

JOB SHEET #2

h. Draw strand a little to the right, pushing the irons slightly to the left at the same time (Figure 11)

FIGURE 11

i. Push irons forward and push the hair with the free hand forming two loops around the closed irons so that the ends of the strands will extend out between the loops (Figure 12)

FIGURE 12

j. Roll and click irons under until the ends of the hair disappear

(NOTE: Roll irons until irons turn freely inside curl.)

k. Roll the irons to the scalp, protecting the scalp with the comb

JOB SHEET #2

l. Hold curl for a few minutes for heat to penetrate

m. Push curl off irons with comb and draw irons out of strand

L. Complete entire head

M. Let hair cool

N. Brush the hair

O. Style as desired

P. Spray hair lightly if needed with hair spray

Q. Clean work area and sanitize implements

THERMAL HAIRSTYLING
UNIT X

JOB SHEET #3--THERMAL WAVE HAIR

I. Implements and equipment

A. Thermal irons

(NOTE: Irons come in different sizes and should be selected according to the type of curl desired and the length of the hair.)

B. Hard rubber combs

C. Gas or electric heater (if conventional iron is used)

D. Shampoo cape

E. Towel

F. Neck strip

G. Hair spray

H. White paper or tissue

II. Procedure

(NOTE: Thermal hairstyling may be somewhat difficult to master and should be practiced using cold irons until the technique is mastered.)

A. Wash hands

B. Drape patron

(NOTE: If thermal curling the hair immediately following the pressing procedure, allow hair to cool.)

C. Check scalp for abrasions

D. Plan style

E. Comb hair thoroughly, removing all tangles

F. Comb hair following the natural growth

(NOTE: The natural growth will determine whether or not the first wave formed will be "left-going" or "right-going." This procedure will be a left-going wave.)

G. Comb hair into a semi-shaping

JOB SHEET #3

H. Use comb to pick up a strand of hair approximately 50.8 mm (two inches) wide

I. Insert irons in the hair with the groove facing upward

J. Close irons and turn them about one-quarter turn forward (Figure 1)

FIGURE 1

K. Draw hair, with the irons, about 6.35 mm (one-quarter inch) to the left and direct the hair 6.35 mm (one-quarter inch) to the right using the comb

L. Roll irons one full turn forward

(NOTE: This will be directed away from you.)

M. Keep the hair in this position for a few seconds to heat the hair thoroughly

N. Reverse the movement by unrolling the hair from the irons

O. Bring the hair back to its first position

P. Open irons with little finger and place the irons just below the ridge by swinging the rod of the irons toward you and closing them

(NOTE: The outer edge of the groove should be directly underneath the ridge just produced by inner edge.)

JOB SHEET #3

Q. Keep irons still while directing the hair with the comb toward the left about 25.4 mm (one inch), forming a half-circle into the hair (Figure 2).

FIGURE 2

R. Roll irons one-half turn forward without opening the irons

(NOTE: This movement will be away from you.)

S. Slide irons down approximately 25.4 mm (one inch)

(NOTE: Open irons slightly to slide irons down the strand. The irons and comb should end up in position to begin the right-going wave.)

T. Begin right-going wave by directing hair in opposite direction as the left-going wave

(NOTE: Movements for comb and iron should be the same for either a left-going or right-going wave.)

U. Complete entire head as pre-planned by joining and matching the waves

V. Style the hair

W. Spray hair lightly to hold set using hair spray

X. Clean work area and sanitize implements

THERMAL HAIRSTYLING
UNIT X

JOB SHEET #4--MAKE SIDE FLARE, SCULPTURE, SPIRAL (POKER), AND FLIP CURLS USING THE THERMAL METHOD

I. Implements and equipment

- A. Thermal irons
- B. White paper or tissue
- C. Hard rubber combs
- D. Shampoo cape
- E. Towels
- F. Neck strip
- G. Hair spray
- H. Gas or electric heater (if conventional irons are used)

II. Procedure

(NOTE: Thermal hairstyling may be somewhat difficult to master and each of these curls should be practiced using cold irons until the technique is mastered.)

- A. Wash hands
- B. Drape patron
- C. Check scalp for abrasions
- D. Shampoo if necessary
- E. Plan hairstyle
- F. Section hair according to hairstyle desired
- G. Make side flare curl (flat curl)
  1. Heat irons to desired temperature
  2. Test irons
  3. Comb strand smooth
  4. Roll the hair under
  5. Roll all ends into irons
  6. Continue rolling the hair until the irons move freely

JOB SHEET #4

H. Make a sculpture curl

1. Heat irons to desired temperature
2. Test irons
3. Comb strand smooth
4. Position curl on base
   a. Place the curl on its full base for maximum height or lift
   b. Place the curl one-half off base for moderate height
   c. Place the curl off base for a slight lift or movement only

I. Make a spiral curl

1. Heat irons to desired temperature
2. Test irons
3. Comb strand smooth
4. Insert irons with the groove on top near the base of the strand and at an angle
5. Hold strand with free hand
6. Rotate irons under, wrapping strand around rod

   (NOTE: Do not move the irons from their position near the base of the strand.)
7. Rotate the irons and at the same time open and close them to enlarge the curl and give more freedom to the irons
8. Continue rotating the irons
9. Wrap entire strand
10. Support the curl with free hand for a few seconds
11. Rotate irons while gently removing them from the curl with the fingers of the free hand
12. Allow curl to cool to produce a longer-lasting, springy curl

JOB SHEET #4

J. Make a flip curl

1. Heat irons to desired temperature
2. Test irons
3. Comb strand smooth
4. Place large portion of irons on bottom of hair strand; place groove on top of hair strand
5. Roll hair upward
6. Hold until strand is heated and desired curl is achieved
7. Remove irons using the comb

K. Clean work area and sanitize implements

THERMAL HAIRSTYLING
UNIT X

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions.

_____a.	Using heat to straighten, curl, or wave the hair temporarily	1.	Revert
_____b.	Method of temporarily straightening over-curly hair or kinky hair using heated comb or irons	2.	Diameter
_____c.	Method of thermal curling the hair by forming a figure 8	3.	Pressing comb
_____d.	Implement used for thermal curling	4.	Section
_____e.	Crimped or frizzy appearance on the ends or on the strand because the hair was improperly wound on the irons	5.	Flexible
_____f.	Metal comb that is heated and used to straighten over-curly hair by pressing rod at back of comb against the hair	6.	Fish hook
_____g.	Pressing the hair twice using the pressing comb or thermal (marcel) irons	7.	Croquignole
_____h.	Length of a straight line passing through the center of a circular object and extending to the edges	8.	Double-comb press
_____i.	Yielding to influence or capable of conforming or changing; movable	9.	Sub-section
_____j.	Heats evenly throughout	10.	Thermal hairstyling
_____k.	To return; come back	11.	Marcel irons
_____l.	Nonmetallic residue collected on irons from the hair	12.	Carbon
_____m.	Development of an undesired color	13.	Pomade
_____n.	Medicated ointment for the hair	14.	Pressing
		15.	Tempered
		16.	Discoloration
		17.	Binding
		18.	Impacted hair
		19.	Groove

_____o. Uniformly divide areas of the head

_____p. Small parting inside section

_____q. Hair pressed or wedged together

_____r. Position that restricts freedom of action

_____s. Rounded portion of irons; also called *bowl*

2. Distinguish between *soft press* and *hard press* by writing the correct term in the blank provided.

_____a. Used when hair is more curly than normal; process is repeated twice or the marcel irons may be applied over the soft press

_____b. Accomplished by using a pressing comb and by pressing the back rod of the heated comb against the hair that is normally curly, producing hair that is temporarily straightened

3. Discuss in writing the texture of hair.

_____

_____

_____

_____

4. Distinguish between *elasticity* and *porosity* of the hair by writing the correct term in the blank provided.

_____a. Ability of the hair to stretch and return to its original form without breaking

_____b. Ability of the hair to absorb moisture regardless of whether it is coarse, medium, or fine

5. Match the types of scalps on the right to the problems that may occur during thermal hairstyling.

_____a. Presents little or no problem when pressing or thermal curling

_____b. Presents problem when determining proper amount of pressure to place on the hair and placement of irons to prevent burns

_____c. Presents problem unless pressed in direction of hair growth

1. Flexible
2. Tight
3. Normal

6. Match the equipment on the right to the correct functions in thermal work

_____	a. Removes curl temporarily	1.	Styling comb
_____	b. Heats pressing combs and irons; requires ventilation	2.	Electric pressing comb
_____	c. Heats pressing combs and irons; requires no ventilation	3.	Electric iron
_____	d. Straightens curly hair temporarily by means of heat	4.	Electric heater
_____	e. Waves or curls the hair after being heated in gas or electric heater	5.	Pressing comb
_____	f. Prevents hot irons from burning the scalp	6.	Blow dryer
_____	g. Removes moisture from the hair	7.	Gas stove
_____	h. Thermal waves or curls the hair	8.	Thermal (marcel) irons

7. Arrange in order the following steps for tempering thermal irons by writing the correct numbers in the blanks provided.

_____a. Dry irons

_____b. Heat irons until red hot

_____c. Rub irons with linseed oil

_____d. Submerge the irons immediately in cold water

8. List factors to consider when determining the degree of heat to be used when thermal styling the hair.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

9. Describe in writing how to clean thermal irons.

a. _____

_____

b. _____

_____

c. _____

_____

10. Match the types of hair presses on the right to the correct definitions.

_____a. Soft press using a small amount of pressing cream on the scalp applied after towel drying, before drying, or upon completion of the shampoo

_____b. Soft press given without the aid of any type of pressing oil or cream

_____c. Soft press given with the aid of a pomade or pressing cream applied as the hair is pressed

_____d. Press is accomplished by giving a double soft press or by using the marcel irons after the soft press

_____e. Marcel irons are used to pull small sections of hair straight at the same time to achieve a very straight or patent leather appearance

_____f. Root is pressed and curl is imparted to the hair using only the marcel irons

_____g. Impacted hair at the root or base of the scalp of the afro style is cleared, using a pressing comb or relaxer to achieve the stand-up effect

_____h. Soft press given on reasonably clean hair using the same techniques as the original press when some curliness re-appears due to perspiration or dampness

1. Hard press
2. Dry press
3. Afro blow-out press
4. Pulling
5. Touch-up
6. Blow press
7. Oil press
8. Croquignole press

11. Match the types of thermal curling on the right to their correct characteristics.

_____a. Figure 8 is formed by flipping the hair from handle to point

_____b. Hair is wrapped around small end of irons and bowl is closed to form a circle

_____c. Hair is wrapped evenly around the rod over and over to give an even distribution

_____d. Flat curl is placed at end of marcel wave

_____e. Hair ends turn upward; usually used on a long hairstyle

_____f. C-shaped effect is formed on short hair causing sides to hug the head

_____g. Body and height are given to a style by placing a stand-up curl on base for maximum fullness and lift

_____h. Corkscrew or hanging type curl; spiral effect

1. Side flare
2. Poker (spiral)
3. Marcel
4. Sculpture
5. Round
6. Croquignole
7. Even roll
8. Flip curl

12. Select from the following list problem areas to observe during thermal hairstyling by placing an "X" in the blanks next to the correct statements.

_____a. Fish-hook ends can be avoided by properly wrapping the hair and hair ends around the irons and properly executing the curl

_____b. Hair pressing straightens over-curly hair for a limited period of time

_____c. Fine hair is fragile and requires less heat and pressure to prevent breakage during pressing

_____d. Coarse, over-curly hair is usually difficult to press and may require more heat and more pressure

_____e. Wiry, curly hair is resistant to pressing and may require more heat and pressure

_____f. Lightened, tinted, or gray hair may require reconditioning treatments and mild heat to prevent discoloration

_____g. Thermal irons should not be used on chemically treated hair because of possible hair breakage

_____h. The comb used in thermal hairstyling should be approximately 17.78 cm (seven inches) long, made of hard rubber, and with all fine teeth to hold the hair more firmly

13. Select from the following list safety precautions to observe while thermal hairstyling.

_____a. Test hot irons on tissue or white paper for a yellow or scorched appearance

_____b. Check all cords on electrical equipment to make sure they are not frayed

_____c. Apply a conditioning treatment to damaged hair before pressing treatment

_____d. Dry the hair thoroughly after shampooing to prevent steam burns

_____e. Avoid use of too much pressing oil

_____f. Use moderately warm comb at temple and front hairline area

_____g. Use small size pressing comb at temple and back of neck

_____h. Avoid placing an electric stove on a counter that could burn or too close to a mirror that could break due to heat

14. Demonstrate the ability to:

a. Give a soft press.

b. Thermal curl hair.

c. Thermal wave hair.

d. Make side flare, sculpture, spiral (poker), and flip curls using the thermal method.

(NOTE: If these have not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

THERMAL HAIRSTYLING
UNIT X

ANSWERS TO TEST

1.

a.	10	g.	8	m.	16	s.	19
b.	14	h.	2	n.	13		
c.	7	i.	5	o.	4		
d.	11	j.	15	p.	9		
e.	6	k.	1	q.	18		
f.	3	l.	12	r.	17		

2. a. Hard press
   b. Soft press

3. Discussion should include that hair texture refers to the degree of coarseness or fineness of the hair as based on the diameter and feel of the hair

4. a. Elasticity
   b. Porosity

5. a. 3
   b. 1
   c. 2

6.

a.	5	e.	8
b.	7	f.	1
c.	4	g.	6
d.	2	h.	3

7. a. 3
   b. 1
   c. 4
   d. 2

8. a. Type of hair
   b. Type of shampoo used
   c. Condition of hair
   d. Elasticity
   e. Porosity
   f. Texture

9. Description should include:
   a. Wash irons in soap solution containing a few drops of ammonia
   b. Use fine sandpaper or steel wool with a little oil to remove rust and carbon
   c. Oil thermal iron joints to maintain free movement
   d. Cleanse extremely corroded metal portions of irons by using a solution of lye and water

10. a. 6 e. 4
    b. 2 f. 8
    c. 7 g. 3
    d. 1 h. 5

11. a. 6 e. 8
    b. 5 f. 1
    c. 7 g. 4
    d. 3 h. 2

12. a, b, c, d, e, f, g, h

13. a, b, c, d, e, h

14. Performance skills evaluated to the satisfaction of the instructor

AIR WAVING
UNIT XI

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify implements and equipment used in air waving and discuss products used to air wave hair. The student should also be able to demonstrate the ability to do a complete air wave style. This knowledge will be evidenced by completion of the job sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with air waving to the correct definitions.
2. Identify implements and equipment used in air waving.
3. Match implements and equipment used in air waving to the correct functions.
4. Discuss products used in air waving.
5. Arrange in order the steps to air wave hair.
6. List safety precautions to observe while air waving hair.
7. Demonstrate the ability to:
   a. Air wave hair using blow dryer and round brush.
   b. Use curling iron to style hair.
   c. Use hot comb to style hair.
   d. Curl hair using spring-control curling iron.

AIR WAVING
UNIT XI

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and job sheets.

C. Make transparency.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

(NOTE: Show examples when possible.)

F. Discuss information sheet.

G. Discuss and demonstrate procedures outlined in job sheets.

H. Demonstrate various hairstyles that can be done using equipment outlined in the unit.

I. Show how hot a blow dryer can become by melting a comb.

J. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency master: TM 1--Implements and Equipment Used in Air Waving

D. Job sheets

1. Job Sheet #1--Air Wave Hair Using Blow Dryer and Round Brush
2. Job Sheet #2--Use Curling Iron to Style Hair
3. Job Sheet #3--Use Hot Comb to Style Hair
4. Job Sheet #4--Curl Hair Using Spring-Control Curling Iron

E. Test

F. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

B. Barrett, Dean. *The Van Dean Manual: Professional Techniques for Cosmetologists*. Rev. ed. Bronx, New York: Milady Publishing Corp., 1974.

IV. Additional materials:

A. "Guidelines to Blow Waving." *National Beauty School Journal*. November 1977, page 18.

B. Hays, Rufus V. *Co-Ed-Co (Continuing Education in Cosmetology)*. 5855 Beverly, Mission, Kansas 66202.

AIR WAVING
UNIT XI

INFORMATION SHEET

I. Terms and definitions

A. Air waving--Process of styling the hair using a blow dryer, comb, and brush

(NOTE: A blow dryer is also called an *air waver*.)

B. Tension (TEN-sion)--Action causing the hair to be stretched taut

C. Quick service (SER-vice)--Air waving, blow drying, or thermal work

D. Cylinder (CYL-in-der)--Circular-shaped object with parallel lines on the sides

E. Rotate (RO-tate)--To move in a circular direction

II. Implements and equipment used in air waving (Transparency 1)

A. Blow dryer (air waver)

B. Round brush

(NOTE: Select size of round brush according to the texture of hair and type of curl desired.)

C. Styling comb

D. Curling iron

(NOTE: Select size of curling iron rod according to the texture of hair and type of curl desired.)

E. Hot comb

(NOTE: The basic size of the hot comb curling rod will always remain the same, but the size of the teeth may vary.)

F. Regular hairbrush

III. Functions of implements and equipment used in air waving (Transparency 1)

A. Blow-dryer--Hand-held implement used to remove moisture from hair while hair is being combed or brushed

(NOTE: The nozzle on the blow dryer may be used to direct heat onto one area of the head.)

B. Round brush--Implement with bristles which form circular pattern around handle to simulate a roller formation

INFORMATION SHEET

C. Styling comb--Tapered comb having large and small, uniformly placed teeth that aid in hair control and manageability

D. Curling iron--Electrically heated, cylindrical implement used to style dry hair with the use of heat

E. Hot comb--Combination blow dryer, curling iron, and comb used to style damp hair into a dry state

IV. Products used in air waving

(NOTE: Hairstyling lotions may be used to protect the hair from burning during air waving.)

A. Styling lotion--Adds body to hair being air waved

B. Water--Dampens hair that may become too dry to style during air-waving procedure

C. Conditioner styling lotion--Conditions damaged hair and gives body and shine during air-waving procedure

V. Steps to air wave hair

A. Spray air waving product on hair

B. Pre-dry hair to dampened stage

C. Place direction in hair using hot comb

(NOTE: Some types of hair may be styled using only the hot comb.)

D. Style hair in desired style using round brush and blow dryer

(NOTE: Some types of hair may be styled using only the blow dryer.)

E. Reinforce style with curling iron

(NOTE: Some hair may be styled using only a curling iron.)

F. Comb out in desired style

VI. Safety precautions to observe while air waving hair

(CAUTION: Prolonged, improper use of blow dryer, curling iron, and hot comb may damage hair.)

A. Avoid leaving blow dryer on one area of the head for a long period of time

B. Avoid placing air flow from blower directly to scalp

INFORMATION SHEET

C. Avoid using extreme heat setting on blow dryer

D. Place comb between curling iron and patron's skin to avoid burning the skin

E. Avoid scorching hair with hot iron

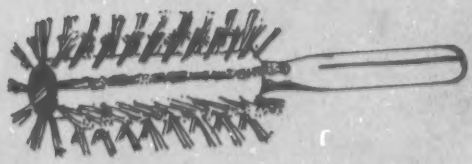
F. Use short contact time if curl ironing hair that has been bleached, tinted, or otherwise damaged

G. Test curling iron heat by placing iron against white tissue to check for scorching

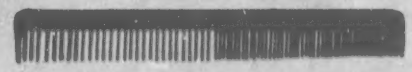
(NOTE: Some irons have temperature controls and do not need testing.)

Implements and Equipment Used in Air Waving

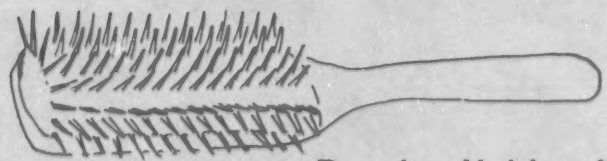
Air Waver (Blow Dryer)



Round Brush

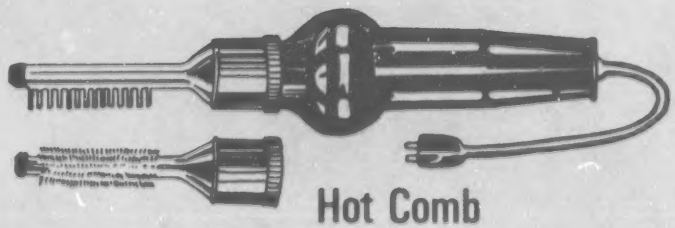


Styling Comb



Regular Hairbrush

Curling Iron



Hot Comb

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AIR WAVING
UNIT XI

JOB SHEET #1--AIR WAVE HAIR USING BLOW DRYER AND ROUND BRUSH

I. Implements and equipment

A. Blow dryer with nozzle

B. Round brush

C. Styling comb

D. Regular hairbrush

E. Towel

F. Shampoo cape

G. Neck strip

II. Materials

A. Air waving lotion in spray bottle

B. Shampoo

C. Water bottle

III. Procedure

A. Wash hands

B. Shampoo hair

C. Comb out all tangles

D. Plan desired hairstyle

E. Spray air waving product on hair, lifting hair with one hand and spraying with the other hand

F. Set blow dryer on medium temperature and dry hair to damp state, beginning at front hairline and working toward the nape

(NOTE: Hair must be in a dampened state to style with hot comb and round brush.)

G. Begin styling at the crown or top of the head

(NOTE: Pre-sectioning may need to be done on longer hair. Some hairstyles may require styling that begins at different areas of the head.)

JOB SHEET #1

H. Section off a small piece of hair using the comb to pick up the strand; comb through the strand

I. Bring comb out to ends and insert round brush (Figure 1)

FIGURE 1

(NOTE: If fullness is desired, brush the underside of the hair strand with a lifting motion and apply direct air flow to underneath side. If closeness is desired, brush hair on top of section.)

J. Roll brush under

K. Direct air flow of blow dryer down the hair shaft while moving blow dryer (Figure 2)

FIGURE 2

JOB SHEET #1

(CAUTION: Avoid directing hot air flow to scalp area.)

(NOTE: The round brush may also be used to stretch and straighten curly hair during the air waving process. See Figure 3.)

FIGURE 3

L. Release the round brush when hair section is completely dry

M. Complete entire back section (Figure 4)

FIGURE 4

JOB SHEET #1

N. Begin on the front and bangs by picking up section of hair with comb and placing round brush in strand (Figure 5)

(NOTE: It may be necessary to spray hair lightly with water if it becomes too dry to style.)

FIGURE 5

O. Place blow dryer on top of the strand while directing air flow away from scalp and move blow dryer in a back and forth movement on strands of hair

P. Brush through hair with regular hairbrush

Q. Style as desired

R. Clean work area and sanitize implements

AIR WAVING
UNIT XI

JOB SHEET #2--USE CURLING IRON TO STYLE HAIR

I. Implements and equipment

A. Blow dryer with nozzle

B. Round brush

C. Styling comb

D. Regular hairbrush

E. Towel

F. Shampoo cape

G. Neck strip

H. Curling iron

II. Materials

A. Air waving lotion in spray bottle

B. Shampoo

C. Water bottle

D. White tissue

(NOTE: If iron is temperature controlled, tissue will not be necessary.)

III. Procedure

A. Wash hands

B. Preplan hairstyle

C. Shampoo hair

D. Comb out all tangles

E. Spray air waving lotion on hair

F. Pre-section or pre-mold hair into desired style

G. Blow dry hair using round brush and blow dryer

H. Heat iron

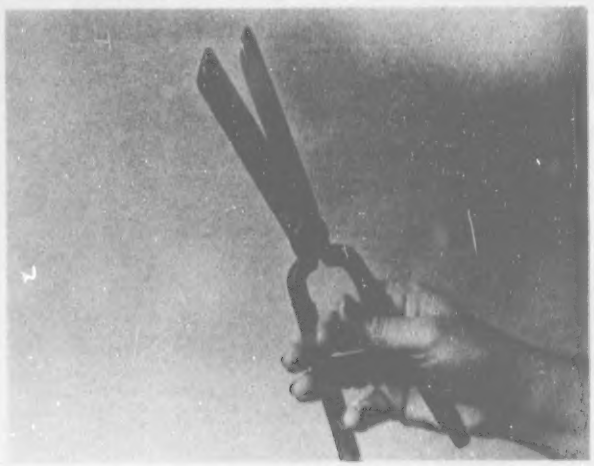
JOB SHEET #2

I. Hold iron in the hand, using the ring finger and little finger to control opening and closing of the groove over the prong (Figure 1)

J. Place the index and middle fingers on the iron so that they control the turning of the iron (Figure 1)

K. Rest thumb on handle of iron to provide support and balance (Figure 1)

FIGURE 1



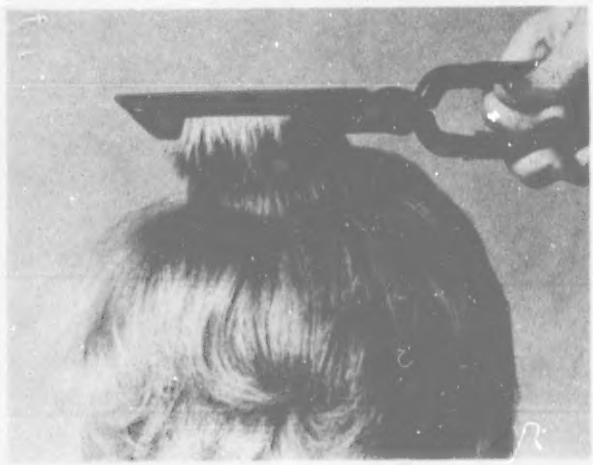
L. Hold styling comb in opposite hand

M. Section small 5-cm (2-inch) section of hair with styling comb

N. Hold strand of hair between thumb and index finger

O. Insert iron with groove on top close to scalp, leaving only enough room to make a one-quarter turn with iron (Figure 2)

FIGURE 2



JOB SHEET #2

P. Rotate iron toward you, directing hair between thumb and index finger toward handle of iron

(CAUTION: Make rapid movements to avoid scorching hair.)

Q. Open and close iron rapidly in a clicking motion, turning hair one-half turn

R. Direct ends of hair toward point of curling iron using free hand (Figure 3)

FIGURE 3

S. Roll and click iron until all hair ends are inside the curl

T. Insert comb under the iron to protect scalp (Figure 4)

FIGURE 4

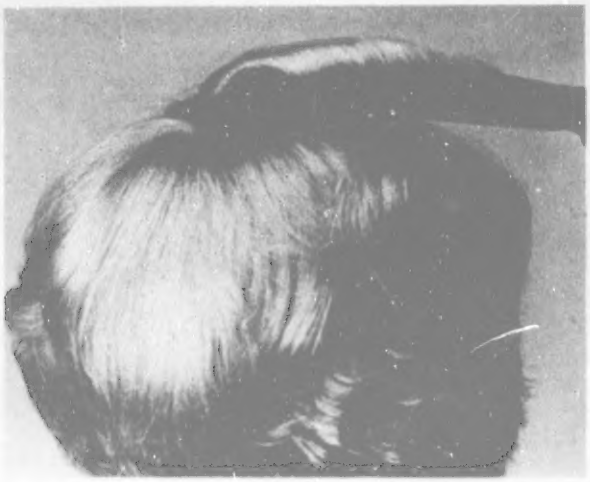
JOB SHEET #2

U. Let the iron remain in an idle position until ends of hair have taken curl

(NOTE: Leave the iron idle for two to five seconds depending on texture and condition of the hair.)

V. Roll iron to free ends, sliding the iron out of hair (Figure 5)

FIGURE 5



(NOTE: If iron does not slide easily, the ends must be rolled and clicked two or three more times. Clip may be used to secure longer hair into place.)

W. Allow hair to cool several seconds and then begin brushing for comb-out

X. Style as desired

Y. Clean work area and sanitize implements

AIR WAVING
UNIT XI

JOB SHEET #3--USE HOT COMB TO STYLE HAIR

I. Implements and equipment

- A. Blow dryer
- B. Round brush
- C. Styling comb
- D. Regular hairbrush
- E. Towel
- F. Shampoo cape
- G. Neck strip
- H. Curling iron
- I. Hot comb

II. Materials

- A. Air waving lotion in spray bottle
- B. Shampoo
- C. Water bottle

III. Procedure

- A. Wash hands

  (NOTE: A hot comb is used generally for shorter hair and for turning ends of longer hair up or under.)

- B. Shampoo hair
- C. Comb out all tangles
- D. Spray air waving lotion on hair
- E. Blow dry hair to damp state
- F. Turn hot comb on desired temperature

  (CAUTION: Avoid extreme heat on bleached, tinted, or damaged hair.)

- G. Grasp hot comb by handle

JOB SHEET #3

H. Section small 5-cm (two-inch) strand of hair and place teeth of hot comb into strand close to scalp, holding hot comb in one hand and strand of hair with free hand (Figure 1)

FIGURE 1

(CAUTION: Do not touch hot comb to scalp.)

(NOTE: For close styling, hot comb may be used on top of strand. For fullness, place hot comb under the strand and lift away from scalp.)

I. Slide hot comb through strand of hair, pressing the back rod of hot comb against strand of hair as hot comb is brought through the ends of the strand (Figure 2)

FIGURE 2

(NOTE: Hot comb may be used in same manner as curling iron to give height and to make roller type curls in hair.)

JOB SHEET #3

J. Complete air waving procedure using hot comb

K. Brush hair

L. Style as desired (Figure 3)

FIGURE 3

M. Clean work area and sanitize implements

AIR WAVING
UNIT XI

JOB SHEET #4--CURL HAIR USING SPRING-CONTROL CURLING IRON

I. Implements and equipment

- A. Blow dryer with nozzle
- B. Round brush
- C. Styling comb
- D. Regular hairbrush
- E. Towel
- F. Shampoo cape
- G. Neck strip
- H. Spring-control curling iron

II. Materials

- A. Air waving lotion in spray bottle
- B. Shampoo
- C. Water bottle

III. Procedure

- A. Wash hands
- B. Preplan style
- C. Shampoo hair
- D. Comb out all tangles
- E. Spray air waving lotion on hair
- F. Pre-section or pre-mold hair into desired style
- G. Blow dry hair using round brush (regular brush) and blow dryer

  (NOTE: Hair must be completely dry.)
- H. Heat iron to desired temperature

JOB SHEET #4

I. Start curling at area of head as determined by desired hairstyle

(NOTE: Curling from crown area out to hairline is generally appropriate for most shorter styles. Longer styles may be started at the bottom of the style.)

J. Part out a strand about 5.08 cm by 2.54 cm (2 inches by 1 inch)

K. Comb hair strand outward from scalp

L. Place iron on strand near scalp (Figure 1)

(NOTE: Be sure the curling iron rod is placed under the hair strand and the bowl is placed over the strand.)

FIGURE 1

M. Slide iron slowly to the ends

(NOTE: This movement heats the strand and makes it more workable.)

JOB SHEET #4

N. Roll iron under and down on comb to prevent burning scalp (Figure 2)

(NOTE: Make sure ends are just inside bowl to prevent a crease.)

FIGURE 2

O. Slide the iron out of the curl gently when hair is curled

(NOTE: Some types of hair require less curling time than other types of hair. For example, bleached or tinted hair requires less contact time with the hot iron to curl than coarse hair that is natural.)

P. Clip hair securely into circle form

Q. Complete entire head

R. Cool hair, brush, and style

S. Clean work area and sanitize implements

AIR WAVING
UNIT XI

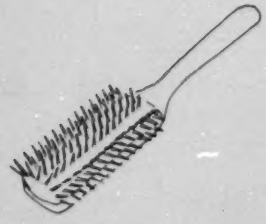
TEST

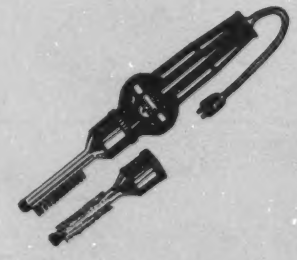
NAME _____ SCORE _____

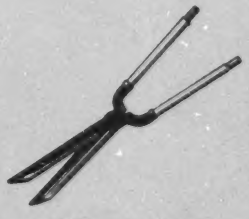
1. Match the terms on the right to the correct definitions.

_____a. Process of styling the hair using a blow dryer, comb, and brush	1. Air waving
_____b. Action causing the hair to be stretched taut	2. Cylinder
_____c. Air waving, blow drying, or thermal work	3. Rotate
_____d. Circular-shaped object with parallel lines on the sides	4. Quick service
_____e. To move in a circular direction	5. Tension

2. Identify the following implements and equipment used in air waving by writing the correct names in the blanks provided.







a. _____ b. _____ c. _____

d. _____ e. _____ f. _____

3. Match the implements and equipment on the right to the correct functions.

_____a. Hand-held implement used to remove moisture from hair while hair is being combed or brushed

_____b. Implement with bristles which form circular pattern around handle to simulate a roller formation

_____c. Tapered comb having large and small, uniformly placed teeth that aid in hair control and manageability

_____d. Electrically heated, cylindrical implement used to style dry hair with use of heat

_____e. Combination blow dryer, curling iron, and comb used to style damp hair into a dry state

1. Curling iron
2. Styling comb
3. Hot comb
4. Blow dryer
5. Round brush

4. Discuss in writing the following products used in air waving.

a. Styling lotion--_____

_____

b. Water--_____

_____

_____

c. Conditioner styling lotion--_____

_____

_____

5. Arrange in order the steps to air wave hair by placing the correct numbers in the blanks provided.

_____a. Pre-dry hair to dampened stage

_____b. Comb out in desired style

_____c. Spray air waving product on hair

_____d. Style hair in desired style using round brush and blow dryer

_____e. Reinforce style with curling iron

_____f. Place direction in hair using hot comb

6. List five safety precautions to observe while air waving hair.

a. _____

b. _____

c. _____

d. _____

e. _____

7. Demonstrate the ability to:

a. Air wave hair using blow dryer and round brush.

b. Use curling iron to style hair.

c. Use hot comb to style hair.

d. Curl hair using spring-control curling iron.

(NOTE: If these activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

AIR WAVING
UNIT XI

ANSWERS TO TEST

1. a. 1
   b. 5
   c. 4
   d. 2
   e. 3
2. a. Regular hairbrush
   b. Hot comb
   c. Curling iron
   d. Round brush
   e. Styling comb
   f. Blow dryer (air waver)
3. a. 4
   b. 5
   c. 2
   d. 1
   e. 3
4. Discussion should include:
   a. Styling lotion--Adds body to hair being air waved
   b. Water--Dampens hair that may become too dry to style during air-waving procedure
   c. Conditioner styling lotion --Conditions damaged hair and gives body and shine during air-waving procedure
5. a. 2
   b. 6
   c. 1

d. 4

e. 5

f. 3

6. Any five of the following:

a. Avoid leaving blow dryer on one area of the head for a long period of time

b. Avoid placing air flow from blower directly to scalp

c. Avoid using extreme heat setting on blow dryer

d. Place comb between curling iron and patron's skin to avoid burning the skin

e. Avoid scorching hair with hot iron

f. Use short contact time if curl ironing hair that has been bleached, tinted, or otherwise damaged

g. Test curling iron heat by placing iron against white tissue to check for scorching

7. Performance skills evaluated to the satisfaction of the instructor

CUTTING AND SHAPING
UNIT XII

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify implements and equipment used in haircutting and shaping, describe various types of haircuts, and demonstrate the ability to give a haircut and shaping. This knowledge will be evidenced by completion of job sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with haircutting and shaping to the correct definitions.
2. Identify implements and equipment needed to give a haircut or shaping.
3. Match implements and equipment needed to give a haircut or shaping to the proper functions.
4. Identify the parts of a pair of scissors.
5. Identify the parts of a razor.
6. Identify the parts of a pair of thinning shears.
7. Match the common names for head shapes to the technical names.
8. Discuss hair texture as it relates to haircutting and shaping.
9. Distinguish between low and high elevation haircutting and shaping.
10. Select from a list purposes for sectioning the hair for a haircut or shaping.
11. Distinguish between length and perimeter in haircutting and shaping.
12. Distinguish between tapering and thinning the hair.
13. List in order steps for cutting and shaping the hair to the bone structure.
14. Distinguish between beveling with a razor and tapering shears.
15. Identify various elevations used in haircutting and shaping.

16. Match various elevations used in haircutting and shaping to correct descriptions.

17. Identify various sphere blendings in haircutting and shaping.

18. Select from a list rules to observe while giving a haircut and shaping.

19. Arrange in order the correct procedure for placing a blade in the razor.

20. Demonstrate the ability to:

    a. Section hair for a basic haircut using the bone structure as a guide.

    b. Section hair for a basic haircut using a center part.

    c. Set guidelines for a basic haircut.

    d. Cut a one-length style with a low elevation using the scissors.

    e. Use the razor.

    f. Cut a layered style with a high elevation.

    g. Use scissors to taper hair.

    h. Thin hair using thinning shears.

    i. Cut a neckline.

    j. Give a man's basic haircut.

CUTTING AND SHAPING
UNIT XII

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information sheet.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

F. Discuss information sheet.

G. Discuss and demonstrate procedures outlined in job sheets.

H. Plan field trip to a haircutting demonstration or show.

I. Show pictures of several types of haircuts.

J. Have student prepare scrapbook containing as many different types of haircuts as possible.

K. Make slides of your own haircutting procedures.

L. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Implements and Equipment Needed to Give a Haircut and Shaping
2. TM 2--Parts of Scissors
3. TM 3--Parts of a Razor
4. TM 4--Parts of Thinning Shears
5. TM 5--Various Elevations Used in Haircutting and Shaping
6. TM 6--Various Sphere Blendings in Haircutting and Shaping

D. Job sheets

1. Job Sheet #1--Section Hair for a Basic Haircut Using the Bone Structure as a Guide
2. Job Sheet #2--Section Hair for a Basic Haircut Using a Center Part
3. Job Sheet #3--Set Guidelines for a Basic Haircut
4. Job Sheet #4--Cut a One-Length Style Haircut (Low Elevation)
5. Job Sheet #5--Use the Razor
6. Job Sheet #6--Cut a Layered Style (High Elevation)
7. Job Sheet #7--Use the Scissors to Taper the Hair
8. Job Sheet #8--Thin Hair using the Thinning Shears
9. Job Sheet #9--Cut a Neckline
10. Job Sheet #10--Give a Man's Basic Haircut

E. Test

F. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

B. Kibbe, Constance V. *Standard Textbook of Cosmetology.* Bronx, New York: Milady Publishing Corp., 1972.

C. Dalton, John. *The Professional Cosmetologist.* St. Paul, Minnesota: West Publishing Co., 1976.

D. Sassoon, Vidal. *Super Cuts: Using the New Thermal Styling Techniques.* Vidal Sassoon Holdings, Ltd., 1972.

CUTTING AND SHAPING
UNIT XII

INFORMATION SHEET

I. Terms and definitions

A. Tang--Finger brace usually found on scissors

B. Slither--Remove hair lengths at various intervals on a strand

C. Effiling (ef-fi-LING)--French term for removing hair lengths at various intervals on a strand to thin out or taper

D. Graduation (grad-u-A-tion)--Shortening the hair gradually; tapered

E. Taper--Cut hair in graduated lengths

F. Blunt cut (club)--Cutting the hair straight across with no tapering

G. 45 degrees--Half of a 90° or right angle

H. Guideline (GUIDE-line)--Narrow strip of hair around the hairline used to establish the length of the cut

I. Perpendicular (PER-pen-DIC-u-lar)--Exactly vertical or upright

J. Contour (CON-tour)--Outline of a curved or irregular figure

K. Shears--Implement used to cut hair

L. Perimeter (pe-RIM-e-ter)--Circumference or outer edge of a haircut

M. Elevation (el-e-VA-tion)--Height at which strand of hair is held to be cut

N. Bulk--To be gathered into a mass; weighty

O. Hair shaft--Portion of the hair that is visible to the eye

P. Composition (com-po-SI-tion)--Amount of hair to be cut short as compared to the amount to be left long

Q. Silhouette (sil-hou-ETTE)--That portion of the head as viewed from the side or profile

R. Cowlick--Tuft of hair standing up from head, usually in crown or on hairline

S. Beveling (BEV-el-ing)--Giving roundness and mobility to hair ends

T. Sphere--Surface in which all points are equal distance from a center

INFORMATION SHEET

U. Parallel (PAR-al-lel)--Extending in same direction but never meeting

V. Horizontal (HOR-i-ZON-tal)--Flat or level; parallel to horizon

W. Vertical (VER-ti-cal)--Moving in an up and down direction

X. Occipital bone (oc-CIP-i-tal)--Bone which forms back of head

Y. Temporal bone (TEM-por-al)--Bone at side and base of skull

Z. Parietal bone (pa-RI-e-tal)--Bone at sides of the head

II. Implements and equipment needed to give a haircut or shaping (Transparency 1)

A. Scissors (shears)

B. Thinning shears

1. Double-notch

2. Single-notch

C. Razor

D. Clippers

E. Combs

1. Styling

2. Haircutting

III. Functions of haircutting and shaping implements and equipment

A. Scissors (shears)--Cut wet and dry hair blunt or with a slithering movement

(NOTE: Double-edge shears come with or without a finger tang and in sizes from 10 to 20 cm [4 to 8 inches] in length.)

B. Thinning shears (double-notch)--Remove bulk from hair without removing any length

C. Thinning shears (single-notch)--Remove bulk and thin more hair per cut without removing any length

D. Razor--Shortens and thins wet hair

E. Clippers--Cut hair at neckline and outline curly styles such as the afro

INFORMATION SHEET

F. Styling comb--Is used on any texture hair and has a numbered scale on its back for measuring length

G. Haircutting comb--Feathers short, close neckline cut

IV. Parts of scissors (Transparency 2)

A. Tang

B. Finger ferrule

C. Thumb ferrule

D. Shanks

E. Tension screw

F. Still blade

G. Motile blade

H. Cutting edges

V. Parts of a razor (Transparency 3)

A. Tang

B. Handle

C. Pivot screw

D. Thumb grip

E. Shank

F. Blade slot

G. Blade guard

H. Blade

VI. Parts of thinning shears (Transparency 4)

A. Tang

B. Finger ferrule

C. Thumb ferrule

D. Blade close stops

E. Shanks

INFORMATION SHEET

F. Tension screw

G. Still blade

H. Motile blade

I. Cutting blade

J. Taper blade

VII. Basic head shapes

A. Brachycephalic (BRACH-y-ce-phal-ic)--Commonly called *broad head*

B. Dolichocephalic (DOL-i-cho-ceph-a-lic)--Commonly called *long head*

C. Mesocephalic (MES-o-ce-phal-ic)--Between long and broad sometimes called *oval*

VIII. Hair texture as it relates to haircutting and shaping

A. Fine

1. Does not usually hold curl well

2. Is difficult to manage

3. Should be blunt cut to make the ends appear thicker or given a one-length cut to make hair easier to manage

B. Medium

1. Holds more curl and design than fine hair

2. Should be cut using scissors to give ends a thicker appearance

C. Coarse

1. Should be layer cut

2. May be cut using a razor to taper the ends for a softer appearance

IX. Low elevation and high elevation haircutting and shaping

A. Low elevation--Hair is held at its lowest point to produce maximum bulk at the perimeter

B. High elevation--Hair is lifted to the top of its section to produce a layered effect

(NOTE: A high elevation should be used on medium or thick textured hair, but is usually not used on thin or fine textured hair.)

INFORMATION SHEET

X. Sectioning hair for a haircut and shaping

A. Determines the actual size of the head

B. Determines the distribution of the hair at the top, sides, crown, and nape area

C. Assures proper balance at the top of the head

D. Allows the hair to be systematically and uniformly cut and shaped

XI. Length and perimeter in haircutting and shaping

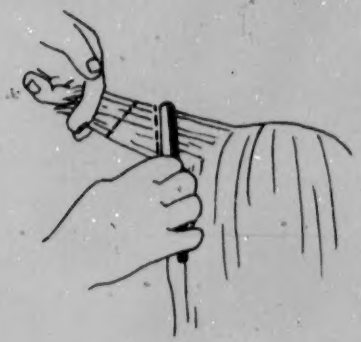
A. Length--Distance of hair shaft from the scalp to the hair ends determined by the circumference

B. Perimeter--Circumference or outer edge of a haircut; usually determined by the shape of the head

XII. Tapering and thinning the hair

A. Tapering--Method of cutting hair at various lengths throughout a strand or graduating the length of hair in a strand of hair, permitting the hair to be backcombed, backbrushed, or laced

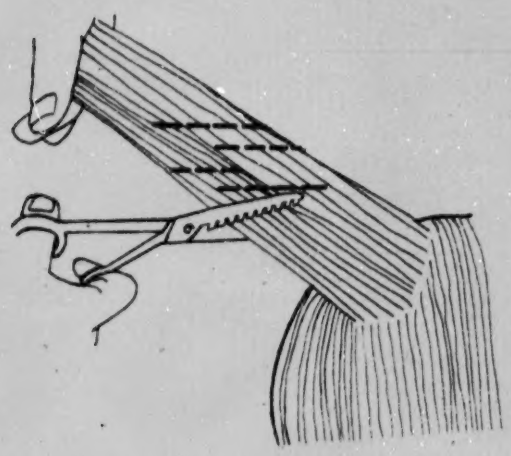
(NOTE: Tapering the hair is not the same as thinning the hair.)



INFORMATION SHEET

B. Thinning--Method of removing excess bulk without shortening the hair length

(CAUTION: The hair texture dictates the point at which thinning should begin. Fine hair may be thinned closer to the scalp. Coarse hair should be thinned 38.1 mm [1 1/2 inches] away from scalp to prevent short, coarse hair from protruding through finished hairstyle. Avoid thinning hair around the hairline, in the part, or on hair ends.)



XIII. Cutting and shaping the hair to the bone structure

A. Top

1. Locate protrusions (parietal bones) on either side of the head

   a. Slide fingers lightly down side of head

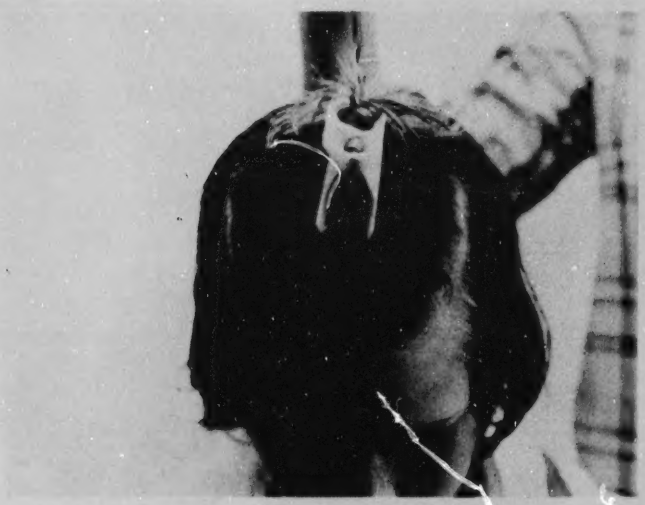
   b. Locate a slight indentation and a small protrusion about eye level

2. Section width of top section using the protrusion as a guide

3. Part off toward hairline, ending at a point above arch of eyebrow or at edge of iris of eye

INFORMATION SHEET

4. Extend top section to highest point on head



B. Crown

1. Locate parietal protrusion on either side of head
2. Follow a slight outline of the crown extending down to base of skull (occipital area)
3. Locate protrusion in occipital area
4. Part off crown section at bottom of protrusion in crown area

INFORMATION SHEET

C. Nape

1. Place fingers behind ears and feel for projection at end of temporal bones

2. Use temporal bones as guides to determine exact amount of hair in nape area

(NOTE: This process will allow for locating the exact center of the back of the head.)

D. Sides--Make sure each side has an equal amount of hair and is the same size as the other side

(NOTE: After sectioning off the top, crown, and nape, the sides will have been outlined.)

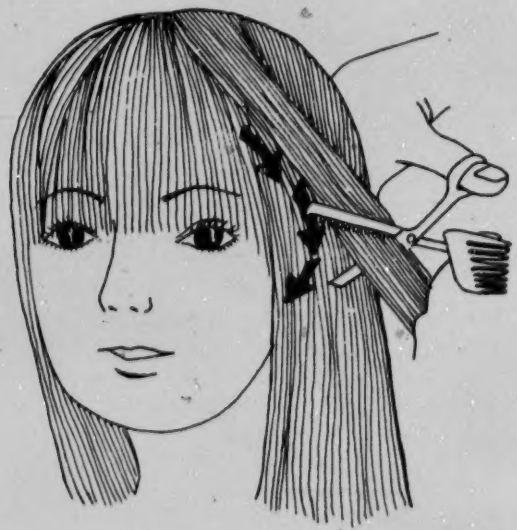
INFORMATION SHEET

XIV. Beveling with a razor and tapering shears

A. Razor--Cutting blade is placed flat to the underneath hair shaft while hair is being held without tension and a slight carving motion is produced, causing the top hair to cup over the bottom hair

B. Thinning shears--Cutting blade is placed underneath section to begin carving and applying a rounded-under motion in accordance with the stroke width

(NOTE: Rounded-under motion according to shears opening and closing of 6.35 mm [1/4"] to 12.7 mm [1/2"] intervals produces beveled look.)



INFORMATION SHEET

XV. Various elevations used in haircutting and shaping (Transparency 5)

A. Short length design

B. Short and long length design

C. Short and medium length design

D. Medium length design

E. Long length design

XVI. Descriptions of various elevations used in haircutting and shaping

A. Short length design--High elevation throughout entire haircut

B. Short and long length design--High elevation used in nape and low elevation used on front and sides

C. Short and medium length design--High elevation in nape and low elevation on front and sides

D. Medium length design--Low elevation used throughout entire cut

E. Long length design--Low elevation used through entire haircut

XVII. Various sphere blendings in haircutting and shaping (Transparency 6)

A. Long sphere

B. Medium sphere

C. Fashion sphere

D. Short sphere

(NOTE: If the hair were standing on end and out from the head, the blended sections would appear much like those in Transparency 6.)

XVIII. Rules to observe while giving a haircut and shaping

A. The shape of the head and face and the height and weight of the patron should be considered before giving a haircut

B. Shears or scissors are used for most haircutting and shaping and are used to make blunt cuts or to remove length at intervals

C. The razor is a versatile instrument which may be used to blunt cut, thin, or taper the ends

D. Sectioning a haircut is important to determine the actual head size

INFORMATION SHEET

E. The correct composition of hair needed for each section of the head is determined by using the bone structure

F. Thinning of hair around the hairline, the top layer of hair, and in the part should be avoided to prevent overthinning of the hair and allowing shorter hairs to protrude through hairstyle

G. Dry hair should be cut and shaped using only scissors

H. Wet hair may be cut and shaped using scissors or razor

I. Comb should be placed between thumb and index finger when not being used during haircut; avoid laying comb or scissors down

J. When using the scissors to taper, the depth of the taper in the haircut is controlled by the scissor placement in relation to the scalp

K. The amount of taper in the haircut is controlled by the number of times the scissors close on the hair

L. Hair that has been thinned does not have taper

M. Razor tapering results depend on the angle of the razor on the strand, the pressure of the razor on the strand, and the blade sharpness

N. When hair is cut and tapered in the same operation, the razor or scissors may be used

O. When cutting hair, you can cut the length, cut the shape, apply elevation, and taper

P. Tapered hair can be backcombed

(NOTE: Tapering can be determined by twisting a strand of hair and checking for various lengths.)

Q. Added length is required for design and silhouette

R. Straight bangs should be avoided if a strong cowlick is present at the front hairline

S. Short, curly cuts require a high elevation cut

T. Kinky-curly hair is usually cut dry and with scissors

U. Avoid nipping skin with scissor points

V. Avoid over-thinning the hair or thinning in areas already thin

W. Follow guidelines throughout the haircut

INFORMATION SHEET

X. Clean all metal implements with 70 percent alcohol after each use

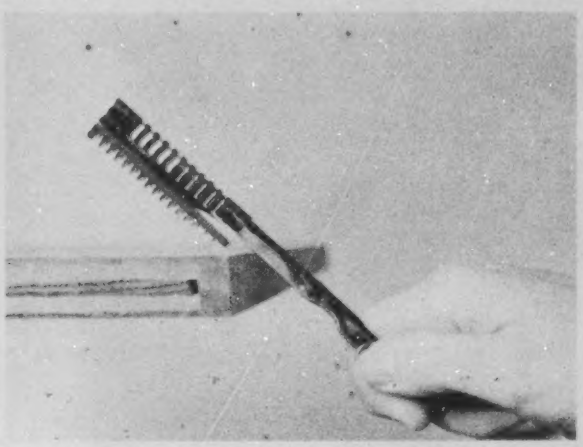
Y. Hold bang hair between fingers to avoid cutting forehead or eyelashes

XIX. Placing blade in razor

A. Place razor blade and guard on corner of table or work stand

B. Pull down on handle of razor

(NOTE: Blade and guard should be removed with this movement.)

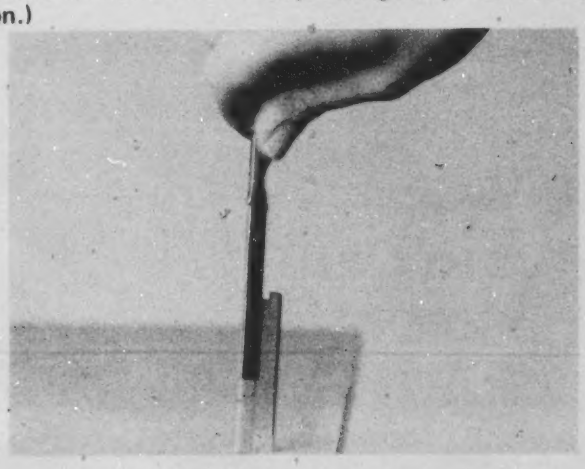


C. Turn razor handle away from blade

D. Place new blade in razor about 6.35 mm (1/4")

E. Press down on handle to press blade into groove of razor

(CAUTION: Be sure handle and hand are pointing away from blade. Exercise extreme caution.)



INFORMATION SHEET

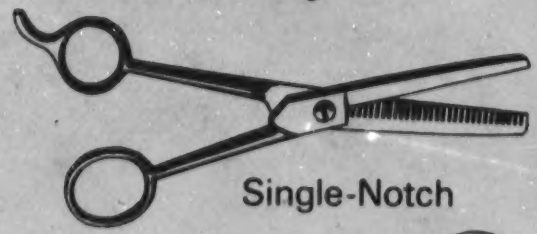
F. Place guard on razor

(NOTE: Guard should remain on razor unless you are shaving the neck area.)

Implements and Equipment Needed to Give a Haircut or Shaping

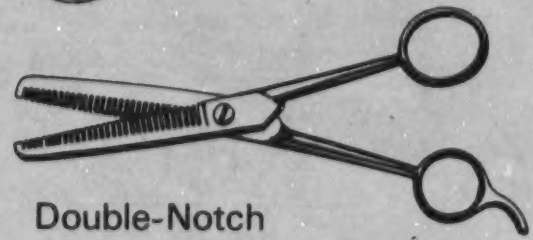
Scissors (Shears)

Thinning Shears

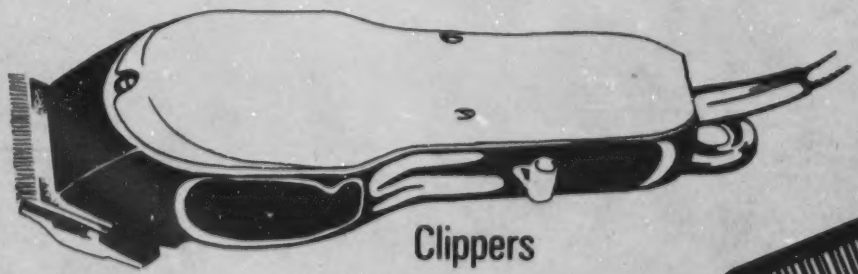


Single-Notch

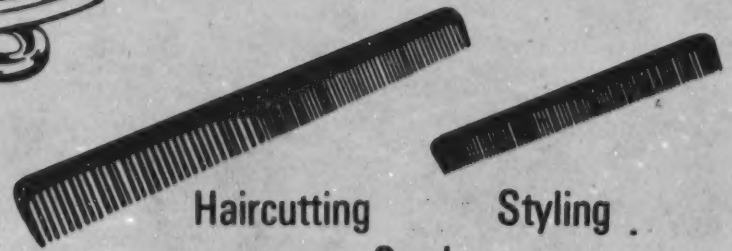
Razor



Double-Notch



Clippers



Haircutting Styling Combs

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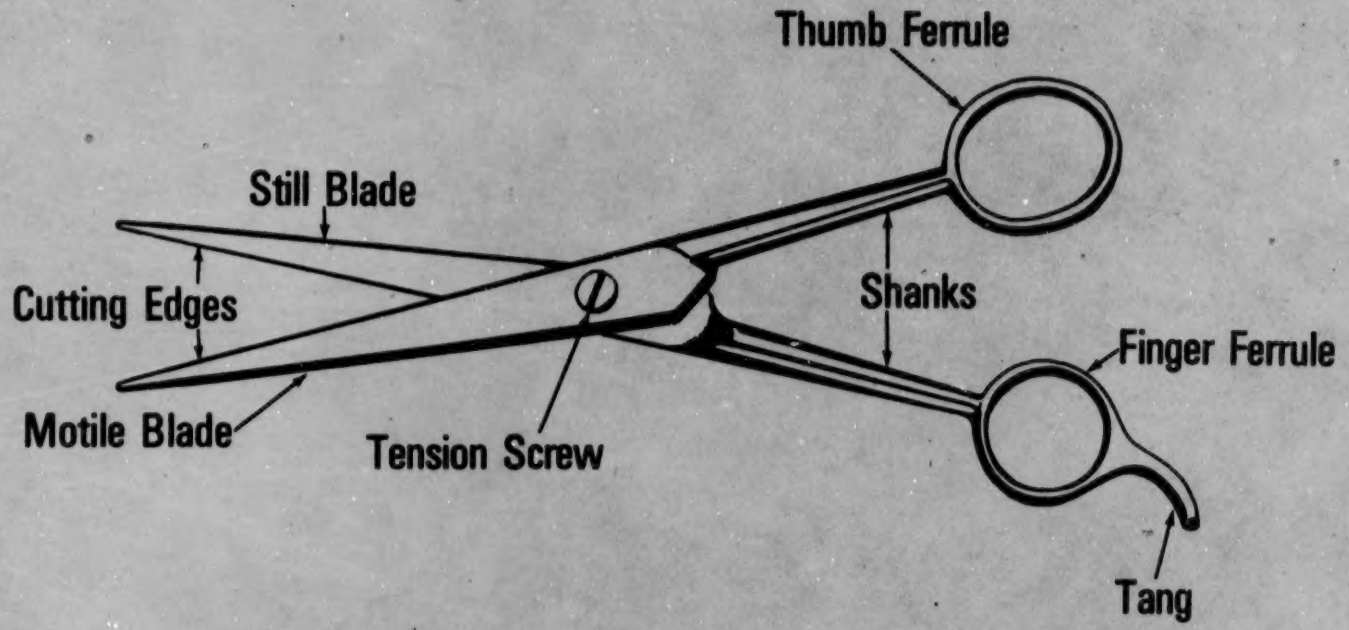
Parts of Scissors



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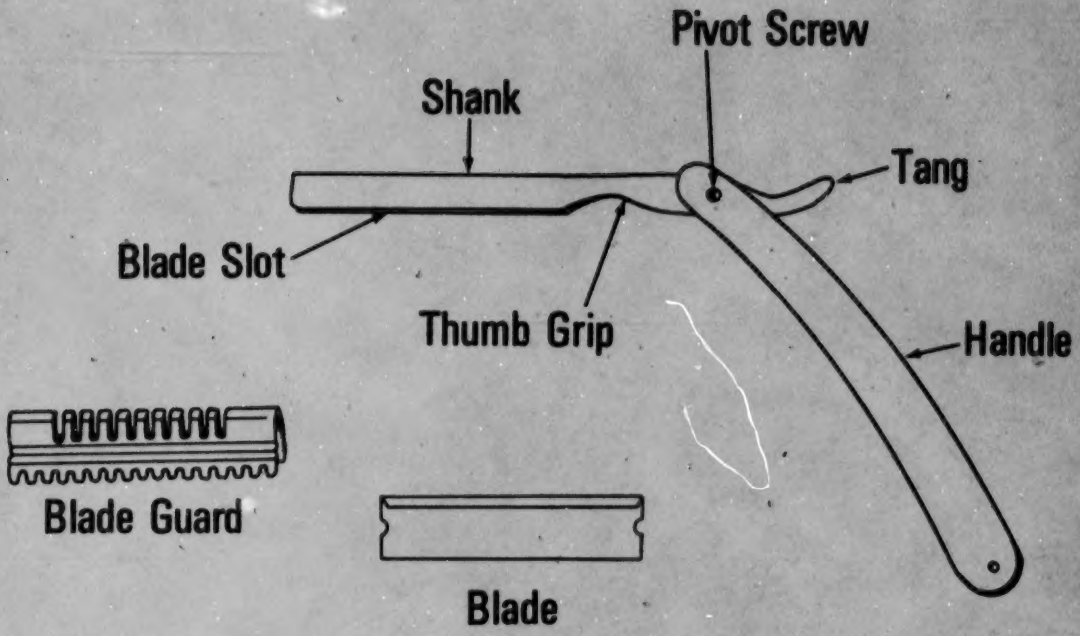
Parts of a Razor



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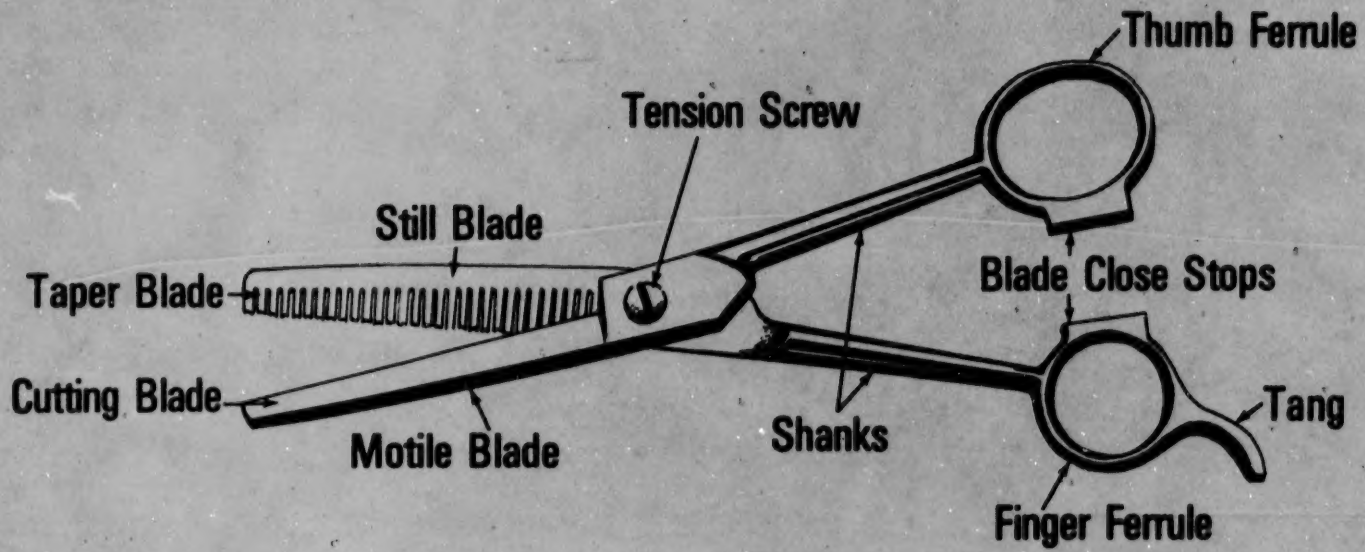
Parts of Thinning Shears



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Various Elevations Used in Haircutting and Shaping

Short Length Design

Short and Medium Length Design

Short and Long Length

Medium Length Design

Long Length Design

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Various Sphere Blendings in Haircutting and Shaping

Long

Medium

Short

Fashion

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CUTTING AND SHAPING
UNIT XII

JOB SHEET #1--SECTION HAIR FOR A BASIC HAIRCUT USING THE BONE STRUCTURE AS A GUIDE

I. Implements and equipment

- A. Styling comb
- B. Clips
- C. Shampoo cape
- D. Towel
- E. Neck strip

II. Materials

- A. Shampoo
- B. Water bottle

III. Procedure

- A. Wash hands
- B. Drape patron for shampoo
- C. Shampoo hair
- D. Remove tangles
- E. Comb hair straight back away from face
- E. Locate bone protrusions on either side of the head using the fingertips

JOB SHEET #1

G. Part off top section of either side of the head following the bone protrusion (Figure 1)

FIGURE 1

H. Complete top part by connecting the two sides at highest point on the head; clip securely (Figure 2)

FIGURE 2

(NOTE: The highest point of the head is easy to see by making a center part on the head and then viewing the patron from the side.)

JOB SHEET #1

I. Follow protrusions on the sides around the occipital bone in crown area; clip securely (Figure 3)

FIGURE 3

(NOTE: With the crown area parted and clipped, the right amount of hair should be left in the nape area.)

J. Clip sides securely.

(NOTE: Top and crown outlines the sides. If the top is parted correctly, it should leave the sides the same size.)

K. Proceed with basic haircut

L. Clean work area and sanitize implements

CUTTING AND SHAPING
UNIT XII

JOB SHEET #2 SECTION HAIR FOR A BASIC HAIRCUT USING CENTER PART

I. Implements and equipment

- A. Styling comb
- B. Clips
- C. Shampoo cape
- D. Towel
- E. Neck strip

II. Materials

- A. Shampoo
- B. Water bottle

III. Procedure

- A. Wash hands
- B. Drape patron for a shampoo
- C. Shampoo hair
- D. Remove tangles
- E. Comb hair straight back away from face
- F. Part straight line from the center of the front hairline to top of crown (Figure 1)

FIGURE 1

JOB SHEET #2

G. Part slightly diagonal line from center top of crown to area behind the ear on one side of head; clip securely (Figure 2)

FIGURE 2

(NOTE: The side partings should extend beyond the bald area behind the ear into the hair.)

H. Part slightly diagonal line from center top of crown to area behind the ear on opposite side of the head; clip securely (Figure 3)

FIGURE 3

JOB SHEET #2

I. Follow occipital bone on back of head from side parting to side parting (Figure 4)

FIGURE 4

J. Divide crown section into two equal sections and clip each securely (Figure 5)

FIGURE 5

(NOTE: Dividing the crown into halves allows for better control of the section during the cutting procedure.)

K. Comb nape area straight down

L. Repeat this exercise several times

CUTTING AND SHAPING
UNIT XII

JOB SHEET #3--SET GUIDELINES FOR A BASIC HAIRCUT

I. Implements and equipment

- A. Styling comb
- B. Clips
- C. Shampoo cape
- D. Towel
- E. Neck strip

II. Materials

- A. Shampoo
- B. Water bottle

III. Procedure

- A. Wash hands
- B. Drape patron for shampoo
- C. Shampoo hair
- D. Remove tangles
- E. Section hair using basic haircut sectioning procedure
- F. Section a 25.4 mm (one inch) strip of hair along the entire hairline in nape area to use as a guideline

  (NOTE: Some cosmetologists prefer cutting the guideline on half the nape area at a time or by cutting a small section in the center.)

JOB SHEET #3

G. Comb guide hair down and re-clip nape section (Figure 1)

FIGURE 1

H. Section a 25.4 mm (one inch) strip of hair from center of front hairline to nape area to use as a guideline on one side of the head

I. Comb guide hair down and re-clip side section (Figure 2)

FIGURE 2

J. Section a 25.4 mm (one inch) strip of hair from center of front hairline to nape area to use as a guideline on opposite side of head

JOB SHEET #3

K. Comb guide hair down and re-clip side section (Figure 3)

FIGURE 3

L. Proceed with basic haircut

CUTTING AND SHAPING
UNIT XII

JOB SHEET #4--CUT A ONE-LENGTH STYLE HAIRCUT (LOW ELEVATION)

I. Implements and equipment

- A. Styling comb
- B. Clips
- C. Shampoo cape
- D. Towel
- E. Neck strip
- F. Scissors

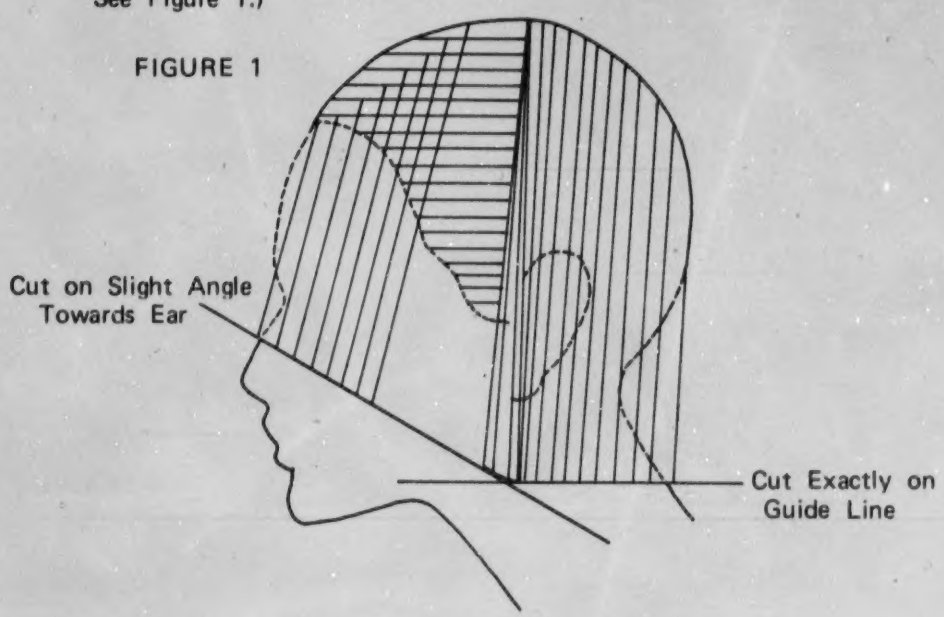
II. Materials

- A. Shampoo
- B. Water bottle

III. Procedure

(NOTE: This is a basic method for cutting any one-length style. The total look of the cut is determined by the lower angle you have used. Every haircut has an outline that gives shape. This outline is a must for a perfect, wearable style. See Figure 1.)

FIGURE 1



JOB SHEET #4

A. Wash hands

B. Discuss type of haircut to be given

C. Drape patron for a shampoo

(NOTE: Analyze length and texture of patron's hair during the brushing and shampooing procedure.)

D. Brush and shampoo hair

E. Remove tangles

F. Section the hair using the basic haircut sectioning procedure

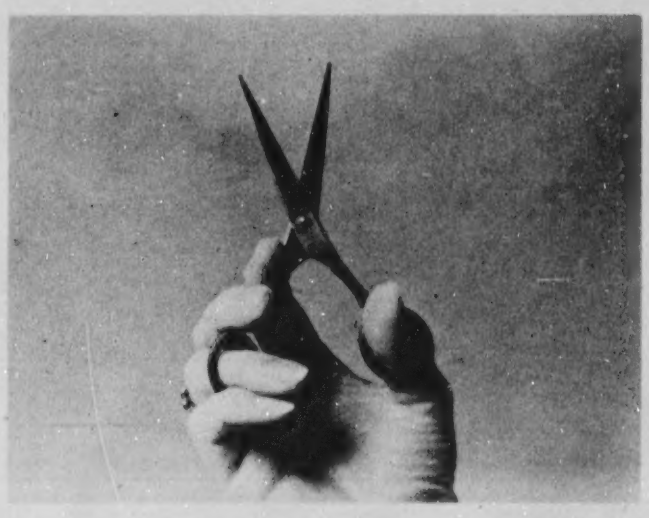
G. Part off guidelines around hairline

(NOTE: Before beginning basic haircut, divide the nape area into two equal halves to insure a better cut.)

H. Hold scissors in cutting position (Figure 2)

1. Place ring finger in smaller handle opening (finger ferrule)
2. Place little finger on the tail of the opening (the tang)
3. Place middle finger on the shank under the finger ferrule
4. Place index finger near the middle of the shears to aid in the balance and control when cutting
5. Place thumb in the larger handle opening (thumb ferrule)

FIGURE 2



JOB SHEET #4

I. Set exact length that back is to be by cutting guideline using the scissors

(NOTE: Cut the guideline by beginning in center of nape and working toward the ear on each side in nape area. Always stand in direct line with area to be cut.)

(CAUTION: Patron's head and body should be at a vertical level to avoid improper lengths. You may want patron to stand if the hair is long.)

J. Slice a triangle parting at lower nape area and comb parallel to center part of nape (Figure 3)

FIGURE 3

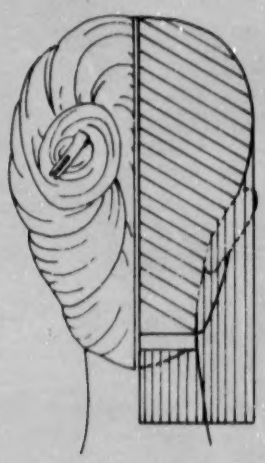
K. Comb triangular strand down to guideline and cut hair even with guideline (Figure 4)

FIGURE 4

JOB SHEET #4

L. Continue same triangular partings through one-half of the nape area and straight through one-half of the crown, following the slight curves of the head, molding hair flat, and cutting on guide (Figure 5)

FIGURE 5

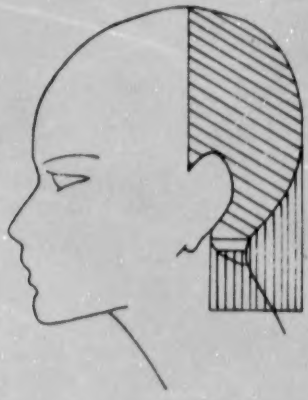


(NOTE: Guide becomes wider when moving toward the ear.)

M. Move to opposite side of head after one-fourth of head is completed

N. Set guide, make triangular partings, and complete one-fourth of head on opposite side (Figure 6)

FIGURE 6

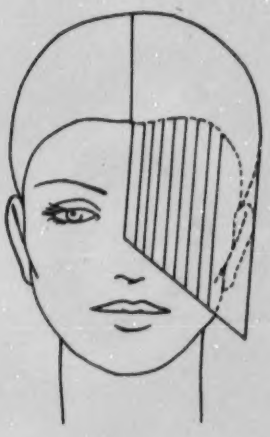


O. Move to side of head

JOB SHEET #4

P. Set guideline length from center hairline to previously cut back area by combing down guideline and very slightly forward and cutting desired angle (Figure 7)

FIGURE 7

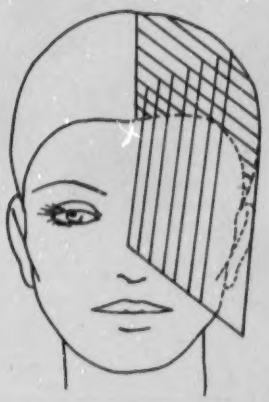


(NOTE: Side and back section should blend.)

Q. Continue working up through center part with small horizontal partings (Figure 8)

(NOTE: The angle at which you cut this section determines whether the style appears to be all one length or a circle cut as this one would be.)

FIGURE 8

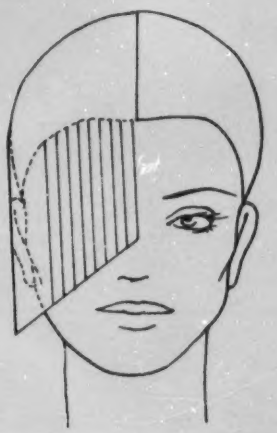


R. Complete one side of the front of head

JOB SHEET #4

S. Continue on opposite side of head, setting the guideline and making small horizontal partings to complete entire head (Figure 9)

FIGURE 9



T. Check each side and back of haircut for equal lengths

U. Style hair as desired

V. Clean work area and sanitize implements

CUTTING AND SHAPING
UNIT XII

JOB SHEET #5--USE THE RAZOR

I. Implements and equipment

A. Styling comb

B. Clips

C. Shampoo cape

D. Towel

E. Neck strip

F. Razor and guard

II. Materials

A. Shampoo

B. Water bottle

III. Procedure

(NOTE: When using a razor, the hair must be in a damp state to avoid pulling the hair.)

A. Wash hands

B. Drape patron for a shampoo

C. Shampoo hair

D. Remove tangles

E. Section hair

F. Determine length and style desired according to facial features, head shape, and patron's desires

G. Set guidelines

(NOTE: Blunt cutting the guidelines using scissors or the razor is the most appropriate method when learning how to give a haircut.)

H. Begin haircut at the nape

(NOTE: Many cosmetologists prefer to begin the haircut at the front hairline. Be guided by your instructor.)

I. Hold strand of wet hair firm and straight out from head, using proper elevation for planned cut and holding the hair between the middle and index fingers

JOB SHEET #5

J. Place razor flat on strand about 25.4 to 50.8 mm (one to two inches) from scalp, holding razor in a comfortable position

(NOTE: Avoid placing razor erect on strand. Correct placement of the razor on the strand depends on the hair texture.)

K. Make short, steady strokes toward hair ends

(NOTE: Continue holding strand of hair firm.)

L. Continue sectioning and holding the hair at the proper elevation until all areas have been cut

M. Check haircut by combing through each section and by holding the strands out from the head, checking the blending around entire head

N. Remove all hair clippings from hair and from patron's drape

O. Proceed with hairstyle

P. Clean work area and sanitize implements

CUTTING AND SHAPING
UNIT XII

JOB SHEET #6--CUT A LAYERED STYLE (HIGH ELEVATION)

I. Implements and equipment

A. Combs

B. Clips

C. Shampoo cape

D. Towel

E. Neck strip

F. Scissors

II. Materials

A. Shampoo

B. Water bottle

III. Procedure

A. Wash hands

B. Drape patron

C. Analyze patron's facial features, head structure, and hair texture

D. Discuss desired style

E. Shampoo hair

F. Remove tangles

G. Section hair

(NOTE: Section the hair using either the center part method or the base structure method.)

JOB SHEET #6

H. Part off a 25.4 mm (one inch) section of hair from center of nape across to left ear along hairline (Figure 1)

FIGURE 1

(NOTE: Clip top nape hair over to the side and out of the working area.)

I. Comb guide hair down evenly (Figure 2)

FIGURE 2

J. Cut guideline according to preplanned style

(NOTE: Be sure that patron's legs are not crossed and that the head is properly angled to prevent the body from being off balanced and causing an uneven haircut.)

JOB SHEET #6

K. Sub-section a 45° angled section of the hair above the guideline and lift out from head, using the correct elevation for planned length and holding the hair between the middle and index fingers (Figure 3)

(NOTE: Some cosmetologists prefer to hold the hair and cut from underneath the fingers and some prefer cutting over the fingers.)

FIGURE 3

L. Cut the second section using the first section cut as a guide and allowing for a slight graduation (Figure 4)

FIGURE 4

JOB SHEET #6

M. Continue sub-sectioning 45° angle sections to the top of the crown by lifting, cutting, and using each section as a guide for the next section (Figure 5)

FIGURE 5

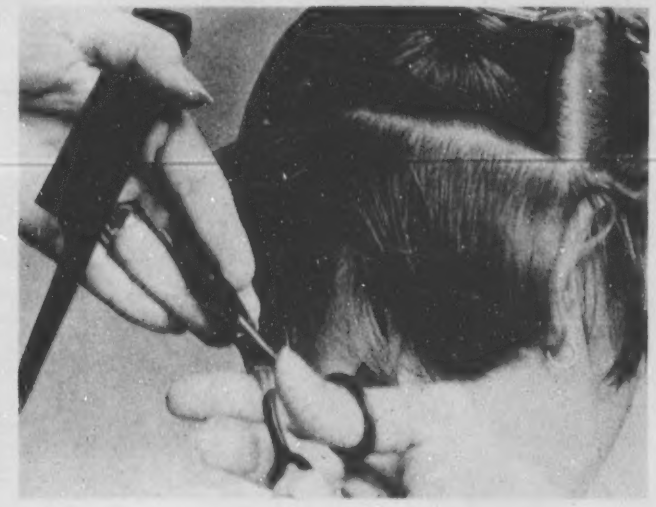
(NOTE: Remember that each section already cut is the guideline for the next section.)

N. Part off a 25.4 mm (one-inch) section of hair from center of nape across to right ear along hairline

O. Set guideline following guideline on the left

P. Sub-section a 45° angled section of hair above the guideline and lift out from the head, holding the hair between the middle and index fingers (Figure 6)

FIGURE 6



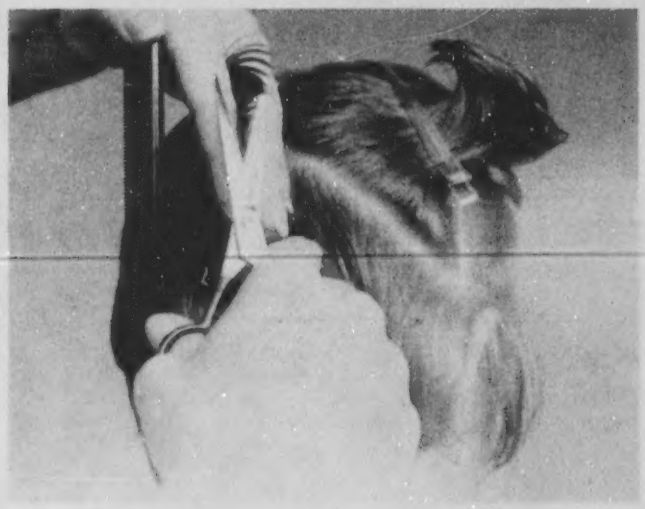
JOB SHEET #6

Q. Cut the second section using the first section cut as a guide and allowing for a slight graduation (Figure 7)

FIGURE 7

R. Continue sub-sectioning 45° angled sections to the top of the crown by lifting, cutting, and using each section as a guide for the next section (Figure 8)

FIGURE 8



JOB SHEET #6

S. Comb hair neatly down in back, checking for shape and any long hairs (Figure 9)

FIGURE 9

T. Part a 25.4 mm (one-inch) horizontal parting from behind the ear straight across towards center of eye; cut pattern (Figure 10)

FIGURE 10

(CAUTION: Allow for ear protrusion. Do not cut the guideline too short.)

U. Comb guideline hair down against the cheek and neck

JOB SHEET #6

V. Part hair at a horizontal angle towards face (Figure 11)

FIGURE 11

(NOTE: Work at a 45° angle and graduate the hair according to degree of elevation planned.)

W. Comb hair down against cheekbone and cut into the shape of the guideline, leaving it 6.35 mm (1/4 inch) longer than guideline to compensate for lift when hair is dry (Figure 12)

FIGURE 12

X. Continue sectioning and cutting up to top of head

JOB SHEET #6

Y. Take sections from crown area and bring forward, checking for blend with preceding layers (Figure 13)

FIGURE 13

Z. Part opposite side using a 25.4 mm (one-inch) horizontal parting from behind the ear straight across towards the center of the eye; cut pattern (Figure 14)

FIGURE 14

JOB SHEET #6

AA. Part hair at a horizontal angle toward the face (Figure 15)

FIGURE 15

BB. Comb hair down against cheekbone and cut into the shape of the guideline, leaving it 6.35 mm (1/4 inch) longer than guideline to compensate for lift when hair is dry (Figure 16)

FIGURE 16

JOB SHEET #6

CC. Continue sectioning and cutting side up to top of head (Figure 17)

FIGURE 17

DD. Take sections from crown area and bring forward, checking for blend with preceding layers (Figure 18)

FIGURE 18

JOB SHEET #6

EE. Comb hair down on both sides, checking for shape and for any long hairs (Figure 19)

FIGURE 19

(CAUTION: Use extreme care when cutting around eye area.)

FF. Check haircut by taking a vertical center part from both sides of the back and checking for length blend (Figure 20)

FIGURE 20

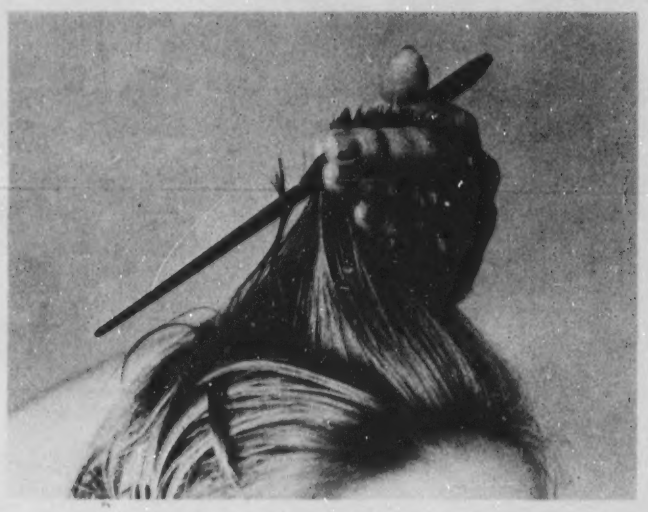
JOB SHEET #6

GG. Continue by sectioning horizontal partings across entire back of head, checking for blend (Figure 21)

FIGURE 21

HH. Take partings across the front, checking for blend and slight graduation of hair (Figure 22)

FIGURE 22



II. Comb front section forward and check for blend of sides and top

JJ. Comb hair from crown forward and check for any long hairs, taking care to shape and balance the haircut

JOB SHEET #6

KK. Style hair (Figure 23)

FIGURE 23

LL. Clean work area and sanitize implements

CUTTING AND SHAPING
UNIT XII

JOB SHEET #7--USE SCISSORS TO TAPER HAIR

(NOTE: This procedure is also called *slithering* or *effiling*.)

I. Implements and equipment

A. Combs

B. Clips

C. Shampoo cape

D. Towel

E. Neck strip

F. Scissors

II. Materials

A. Shampoo

B. Water bottle

III. Procedure

(NOTE: When thinning the hair, remember to thin fine-textured hair 12.7 to 25.4 mm [1/2 to 1 inch] from scalp; medium-textured hair 25.4 to 38.1 mm [1 to 1 1/2 inches] from scalp; coarse hair 38.1 to 50.8 mm [1 1/2 to 2 inches] from scalp. Avoid thinning areas in the part, on the top layer, on hair ends, and around the hairline.)

A. Wash hands

B. Feel patron's hair for excessive bulky areas

C. Drape patron for shampoo

D. Shampoo hair

(NOTE: Hair may be thinned either wet or dry when using the scissors.)

E. Remove tangles

F. Grasp scissors according to proper method

G. Slice out small strand of hair and comb straight out from head at a 90° angle

H. Hold small strand of hair between middle and index fingers

JOB SHEET #7

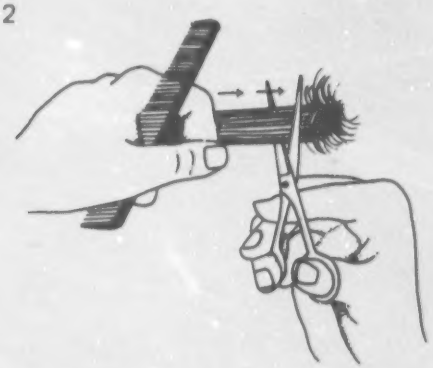
I. Place the shears on the hair so that only the underneath side of the strand will be cut (Figure 1)

FIGURE 1

(NOTE: Place shears on hair strand according to hair texture.)

J. Slide scissors up and down on strand, closing them SLIGHTLY each time scissors are moved toward the scalp (Figure 2)

FIGURE 2



K. Repeat procedure twice on each strand in bulky area of head

L. Style as desired

M. Clean work area and sanitize implements

CUTTING AND SHAPING
UNIT XII

JOB SHEET #8--THIN HAIR USING THINNING SHEARS

I. Implements and equipment

A. Styling comb

B. Clips

C. Shampoo cape

D. Towel

E. Neck strip

F. Thinning shears

II. Materials

A. Shampoo

B. Water bottle

III. Procedure

(NOTE: When thinning the hair, remember to thin fine-textured hair 12.7 to 25.4 mm [1/2 to 1 inch] from the scalp; medium-textured hair 25.4 to 38.1 mm [1 to 1 1/2 inches] from the scalp; coarse-textured hair 38.1 to 50.8 mm [1 1/2 to 2 inches] from scalp. Avoid thinning hair in the part, on the top layer, on hair ends, and around the hairline.)

A. Wash hands

B. Feel patron's hair for excessive bulky areas

C. Drape patron for shampoo

D. Shampoo hair

(NOTE: When using thinning shears, hair may be cut while dry.)

E. Remove tangles

F. Grasp thinning shears as you would the scissors

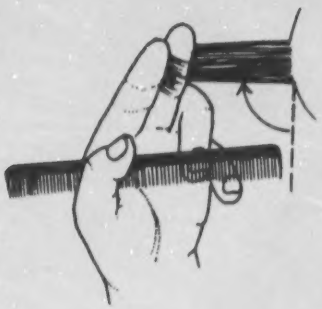
(NOTE: Grip the hair firmly by overlapping the middle finger slightly over the index finger.)

G. Slice out a 12.7 to 25.4 mm by 50.8 to 76.2 mm (1/2 to 1 inch wide by 2 to 3 inches) long strand of hair in bulky area of head

JOB SHEET #8

H. Comb strand straight out from head at about a 90° angle (Figure 1)

FIGURE 1

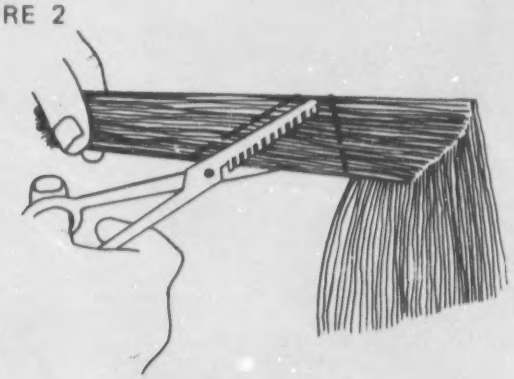


I. Place thinning shears the proper distance from scalp, depending on hair texture

(CAUTION: Avoid thinning top layer of strand so that the thinning process will not be detectable in finished style.)

J. Place thinning shears at a 45° angle with tips of shears pointing toward scalp; cut (Figure 2)

FIGURE 2



(NOTE: The thinning shears may be angled to create different lengths.)

K. Move thinning shears out on the strand about 25.4 mm (one inch) and cut again

L. Repeat if necessary, moving down strand and avoiding the hair ends

JOB SHEET #8

M. Continue procedure throughout bulky areas of the head

N. Style as desired

O. Clean work area and sanitize implements

CUTTING AND SHAPING
UNIT XII

JOB SHEET #8--CUT A NECKLINE

I. Implements and equipment

A. Styling comb

B. Clips

C. Shampoo cape

D. Towel

E. Neck strip

F. Scissors

(NOTE: Any instrument may be used if used properly.)

II. Materials

A. Shampoo

B. Water bottle

III. Procedure

A. Wash hands

B. Discuss desired haircut with patron; preplan style

C. Drape patron for shampoo

D. Brush and shampoo hair

(NOTE: While completing the brushing and shampooing step, begin checking neckline for any unusual growth patterns.)

Examples: Cowlick, swirls, growth to right or left

E. Remove tangles

F. Comb through hair thoroughly to check for any unusual growth patterns

G. Section hair for a basic haircut

H. Slice out guideline hair around hairline

I. Begin at center of nape area

(NOTE: Avoid necklines that are cut straight across. They tend to be unattractive and masculine.)

JOB SHEET #9

J. Cut a V-shaped neckline

1. Form arc from center of nape to middle of ear (Figure 1)

FIGURE 1

(NOTE: This may also be accomplished by using the tip of the razor.)

2. Arc around toward chin, 25.4 mm (one inch) below ear (Figure 2)

FIGURE 2

JOB SHEET #9

3. Repeat same procedure on opposite side, beginning at center of nape area or on right side behind the ear (Figure 3)

FIGURE 3

K. Blend in remainder of nape area using V-shape as guide and cutting a high elevation style

(NOTE: This same procedure can be used to produce a rounded neckline, or any other design, by altering the angle of the scissors.)

L. Complete entire head

M. Style as desired

N. Clean work area and sanitize implements

CUTTING AND SHAPING
UNIT XII

JOB SHEET #10--GIVE A MAN'S BASIC HAIRCUT

I. Implements and equipment

A. Combs

B. Clips

C. Shampoo cape

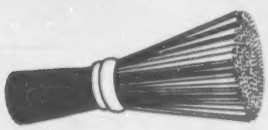
D. Towel

E. Neck strip

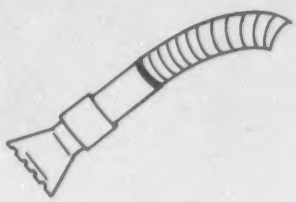
F. Scissors

G. Neck duster or hair vacuum (optional) (Figure 1)

FIGURE 1



Neck duster



Hair vacuum

II. Materials

A. Shampoo

B. Water bottle

C. Soap for lather (optional)

III. Procedure

A. Wash hands

B. Drape patron

C. Analyze patron's facial features, head structure, and hair texture

D. Discuss desired style

JOB SHEET #10

E. Shampoo hair

F. Remove tangles

G. Section hair

(NOTE: Section the hair using either the center part method or the base structure method.)

H. Part off a 25.4 mm (one inch) section of hair from center of nape across to left ear along hairline (Figure 2)

FIGURE 2

(NOTE: Clip top nape hair over to the side and out of the working area.)

I. Comb guide hair down evenly

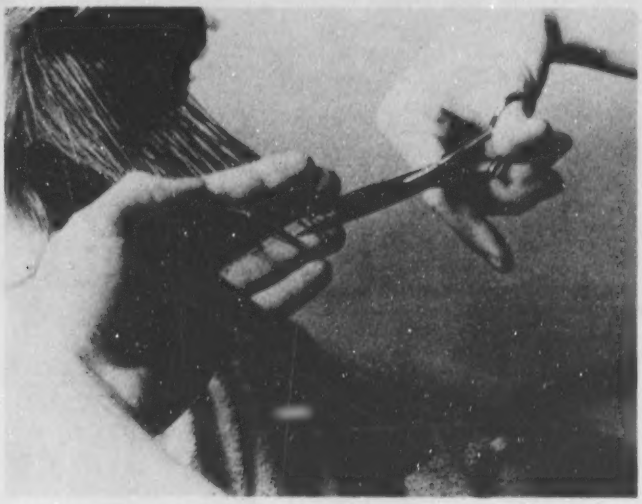
J. Cut guideline according to preplanned style

(NOTE: Make sure that patron is sitting straight and that the head is properly balanced to prevent an uneven haircut.)

JOB SHEET #10

K. Sub-section a 45° angled section of the hair above the guideline on one side of the back and lift out from head using the correct elevation for planned length and holding the hair between the middle and index fingers (Figure 3)

FIGURE 3



(NOTE: Some cosmetologists prefer to hold the hair and cut from underneath the fingers and some prefer cutting over the fingers.)

L. Cut the second section using the first section as a guide

M. Continue sub-sectioning 45° angle sections to the top of the crown and by using each sub-section as a guide for the next sub-section

N. Complete nape and both sides of back of head to the top of the crown

O. Move to side of head and set guideline form center front to behind the ear

(NOTE: If the style is to be cut above the ears, the following steps may be used. (1) Point shear blade against scalp, holding the shears with your fingers on bottom and thumb on top and using the fingertip of opposite hand to steady the point while cutting. (2) Make the outline around ear as close to the natural hairline as possible. (3) Begin at front of ear, continuing around ear and down side of neck.)

JOB SHEET #10

P. Square off sideburns using the corner of the eyes as a guide to the length (Figure 4)

FIGURE 4

Q. Cut side up to center part of hair using proper elevation

(NOTE: If hair has a side part, hair may be cut from the part.)

R. Complete opposite side in same manner

S. Trim bang length if needed

T. Check haircut for blend

U. Shave neck area if needed

(NOTE: Lather may be used on nape area if a large amount of hair is to be removed.)

V. Clean hair from neck using towel, neck duster, or hair vacuum

JOB SHEET #10

W. Style hair using air waver or desired method (Figure 5)

FIGURE 5

X. Clean work area and sanitize implements

CUTTING AND SHAPING
UNIT XII

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions. (Answers to "a" through "p" are on this page.)

_____a. Finger brace usually found on scissors

_____b. Remove hair lengths at various intervals on a strand

_____c. French term for removing hair lengths at various intervals on a strand to thin out or taper

_____d. Cutting the hair straight across with no tapering

_____e. Cut hair in graduated lengths

_____f. Half of a 90° or right angle

_____g. Narrow strip of hair around the hairline used to establish the length of the cut

_____h. Exactly vertical or upright

_____i. Outline of a curved or irregular figure

_____j. Implement used to cut hair

_____k. Circumference or outer edge of a haircut

_____l. Height at which strand of hair is held to be cut

_____m. To be gathered into a mass; weighty

_____n. Portion of the hair that is visible to the eye

_____o. Amount of hair to be cut short as compared to the amount to be left long

_____p. That portion of the head as view from the side or profile

1. Perimeter
2. Guideline
3. Perpendicular
4. Shears
5. Effiling
6. Elevation
7. Tang
8. Taper
9. Contour
10. Slither
11. Blunt cut (club)
12. 45 degrees
13. Bulk
14. Silhouette
15. Composition
16. Hair shaft

_____q. Tuft of hair standing up from head, usually in crown or on hairline

_____r. Giving roundness or mobility to hair ends

_____s. Surface in which all points are equal distance from a center

_____t. Shortening the hair gradually; tapered

_____u. Extending in same direction but never meeting

_____v. Flat or level; parallel to horizon

_____w. Moving in an up and down direction

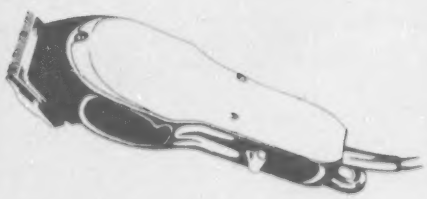
_____x. Bone which forms back of head

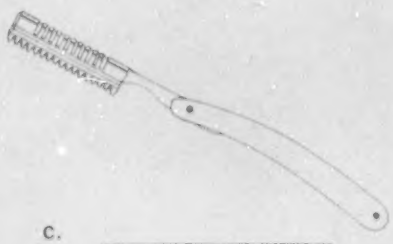
_____y. Bone at side and base of skull

_____z. Bone at sides of the head

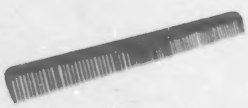
17. Sphere
18. Occipital bone
19. Beveling
20. Parallel
21. Cowlick
22. Temporal bone
23. Graduation
24. Horizontal
25. Vertical
26. Parietal bone

2. Identify the implements needed to give a haircut or shaping that are illustrated below by writing the correct name in the blank provided.





a. _____ b. _____ c. _____



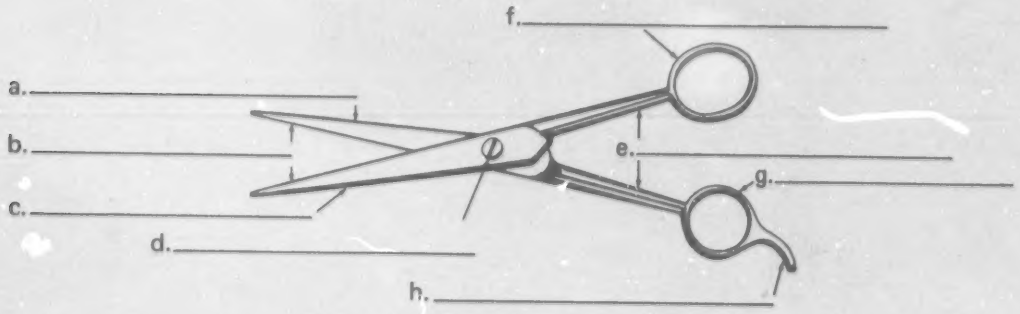
d. _____ e. _____ f. _____

g. _____

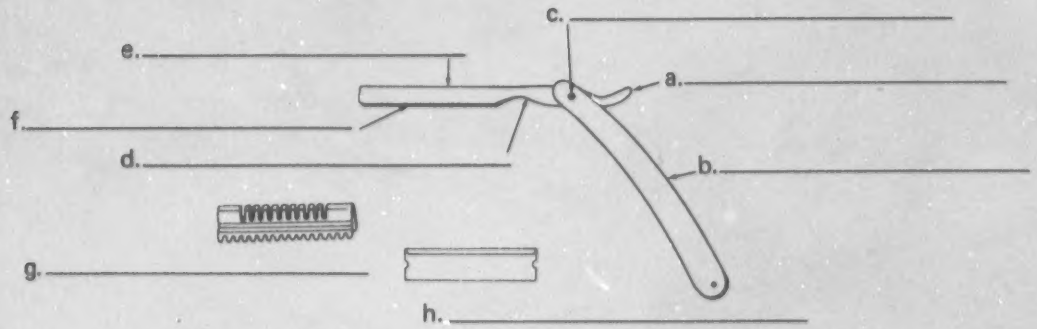
3. Match the haircutting and shaping implements on the right to the correct functions.

_____a. Cuts wet and dry hair blunt or with a slithering movement	1. Thinning shears (single-notch)
_____b. Removes bulk from hair without removing any length	2. Haircutting comb
_____c. Removes bulk and thins more hair per cut without removing any length	3. Clippers
_____d. Shortens and thins wet hair	4. Styling comb
_____e. Cuts hair at neckline and outlines curly styles such as the afro	5. Scissors (shears)
_____f. Is used on any texture hair and has a numbered scale on its back for measuring length	6. Thinning shears (double-notch)
_____g. Feathers short, close neckline cut	7. Razor

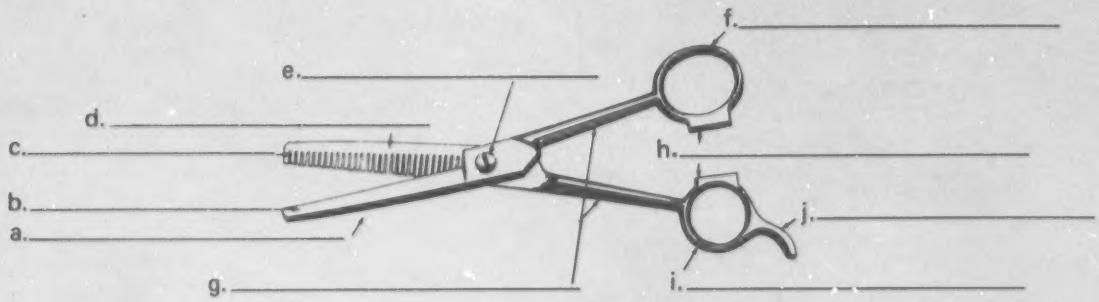
4. Identify the parts of the scissors illustrated below by writing the correct names in the blanks provided.



5. Identify the parts of the razor illustrated below by writing the correct names in the blanks provided.



6. Identify the parts of the thinning shears illustrated below by writing the correct names in the blanks provided.



7. Match the common names for head shapes on the right to the correct technical names.

_____	a. Dolichocephalic	1.	Broad head
_____	b. Mesocephalic	2.	Long head
_____	c. Brachycephalic	3.	Oval or medium head

8. Discuss hair texture as it relates to haircutting and shaping.

a. Fine--_____

_____

_____

b. Medium-_____

_____

_____

c. Coarse--_____

_____

_____

9. Distinguish between *low* and *high* elevation haircutting and shaping by writing the correct term in the blanks provided.

_____a. Hair is held at its lowest point to produce maximum bulk at the perimeter

_____b. Hair is lifted to the top of its section to produce a layered effect

10. Select from the following list purposes of sectioning hair for a haircut and shaping by placing an "X" in the correct blanks.

_____a. Is designed to be guideline for haircutting

_____b. Determines the distribution of the hair at the top, side, crown, and nape area

_____c. Assures proper balance at the top of the head

_____d. Allows the hair to be systematically and uniformly cut and shaped

_____e. Is necessary only for the top and crown area

_____f. Determines the actual size of the head

_____g. Determines the actual size of the hairstyle

11. Distinguish between *length* and *perimeter* in haircutting and shaping by writing the correct term in the blank provided.

_____a. Circumference or outer edge of a haircut; usually determined by the shape of the head

_____b. Distance of hair shaft from the scalp to the hair ends; determined by the circumference

12. Distinguish between *tapering* and *thinning* the hair by writing the correct term in the blank provided.

_____a. Method of cutting hair at various lengths throughout a strand or graduating the length of hair in a strand of hair, permitting the hair to be backcombed, backbrushed, or laced

_____b. Method of removing excess bulk without shortening the hair length

13. List in order steps for cutting and shaping the hair to the bone structure for the following areas.

a. Top

1) _____

2) _____

3) _____

4) _____

b. Crown

1) _____

2) _____

3) _____

4) _____

c. Nape

1) _____

2) _____

d. Sides _____

14. Distinguish between beveling with a *razor* and with *tapering shears* by writing the correct term in the blank provided.

_____ a. Cutting blade is placed flat to the underneath hair shaft while hair is being held without tension and a slight carving motion is produced, causing the top hair to cup over the bottom hair

_____ b. Cutting blade is placed underneath section to begin carving and applying a rounded-under motion in accordance with the stroke width

15. Identify elevations used in haircutting and shaping by placing the number of the illustration in the blank next to the correct type.

_____a. Short length design

_____b. Short and long length design

_____c. Short and medium length design

_____d. Medium length design

_____e. Long design

1.

2.

3.

4.

5.

16. Match elevations on the right used in haircutting and shaping to the correct descriptions.

_____a. High elevation throughout entire haircut

_____b. High elevation used in nape and low elevation used on front and sides

_____c. High elevation in nape and low elevation on front and sides

_____d. Low elevation used throughout entire cut

_____e. Low elevation used through entire haircut

1. Short and long length design
2. Long length design
3. Medium length design
4. Short length design
5. Short and medium length design

17. Identify the sphere blendings in haircutting and shaping illustrated below by writing the correct names in the blanks provided.

a. _____ b. _____

c. _____ d. _____

18. Select from the following list rules to observe while giving a haircut and shaping by placing an "X" in the blank next to the correct statements.

_____a. Neckline hair should always be cut high to give an attractive, feminine appearance

_____b. The razor is a versatile instrument which may be used to blunt cut, thin, or taper the ends

_____c. Wet hair may be cut and shaped using scissors or razor

_____d. Comb should be placed between thumb and index finger when not being used during haircut; avoid laying comb or scissors down

_____e. Sectioning a haircut is important to determine the actual hair length for the style

_____f. The correct composition of hair needed for each section of the head is determined by using the bone structure

_____g. Wet or dry hair should be cut using only a razor

_____h. Dry hair should be cut and shaped using only scissors

_____i. The shapes of the head and face and the height and weight of the patron should be considered before giving a haircut

_____j. Sectioning a haircut is important to determine the actual head size

_____k. Shears or scissors are used for most haircutting and shaping and are used to make blunt cuts or to remove length at intervals

_____l. Added length is required for the silhouette only

_____m. When cutting hair, you can cut the length, cut the shape, apply elevation, and taper

_____n. When cutting hair, you can cut the length, trim, taper, and shape

_____o. Added length is required for design and silhouette

_____p. Short, curly cuts require a high elevation cut

_____q. Kinky-curly hair is usually cut wet and with scissors

_____r. Straight bangs should be avoided if a strong cowlick is present at front hairline

_____s. Tapered hair can be backcombed

19. Arrange in order the correct procedure for placing a blade in the razor, placing a "1" in front of the first step and so on.

_____a. Pull down on handle of razor

_____b. Place guard on razor

_____c. Place razor blade and guard on corner of table or work stand

_____d. Place new blade in razor about 6.35 mm (1/4 inch)

_____e. Press down on handle to press blade into groove of razor

_____f. Turn razor handle away from blade

20. Demonstrate the ability to:

a. Section hair for a basic haircut using the bone structure as a guide.

b. Section hair for a basic haircut using a center part.

c. Set guidelines for a basic haircut.

d. Cut a one-length style with a low elevation using scissors.

e. Use the razor.

f. Cut a layered style with a high elevation.

g. Use scissors to taper hair.

h. Thin hair using thinning shears.

i. Cut a neckline.

j. Give a man's basic haircut.

(NOTE: If the above activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

CUTTING AND SHAPING
UNIT XII

ANSWERS TO TEST

1.

a.	7	j.	4	s.	17
b.	10	k.	1	t.	23
c.	5	l.	6	u.	20
d.	11	m.	13	v.	24
e.	8	n.	16	w.	25
f.	12	o.	15	x.	18
g.	2	p.	14	y.	22
h.	3	q.	21	z.	26
i.	9	r.	19		

2.
a. Clippers
b. Styling comb
c. Razor
d. Haircutting (barber) comb
e. Scissors (shears)
f. Thinning shears, double-notch
g. Thinning shears, single-notch

3.

a.	5	e.	3
b.	6	f.	4
c.	1	g.	2
d.	7		

4.

a.	Still blade	e.	Shanks
b.	Cutting edges	f.	Thumb ferrule
c.	Motile blade	g.	Finger ferrule
d.	Tension screw	h.	Tang

5. a. Tang
   b. Handle
   c. Pivot screw
   d. Thumb grip
   e. Shank
   f. Blade slot
   g. Blade guard
   h. Blade

6. a. Motile blade
   b. Cutting blade
   c. Taper blade
   d. Still blade
   e. Tension screw
   f. Thumb ferrule
   g. Shanks
   h. Blade close stops
   i. Finger ferrule
   j. Tang

7. a. 2
   b. 3
   c. 1

8. a Fine
   1) Does not usually hold curl well
   2) Is difficult to manage
   3) Should be blunt cut to make the ends appear thicker or given a one-length cut to make hair easier to manage

   b. Medium
   1) Holds more curl and design than fine hair
   2) Should be cut using scissors to give ends a thicker appearance

c. Coarse

1) Should be layer cut

2) May be cut using a razor to taper the ends for a softer appearance

9. a. Low elevation

b. High elevation

10. b, c, d, f

11. a. Perimeter

b. Length

12. a. Tapering

b. Thinning

13. a. Top

1) Locate protrusions (parietal bones) on either side of the head

a) Slide fingers lightly down side of head

b) Locate a slight indentation and a small protrusion about eye level

2) Section width of top section using the protrusion as a guide

3) Part off toward hairline, ending at a point above arch of eyebrow or at edge of iris of eye

4) Extend top section to highest point on head

b. Crown

1) Locate parietal protrusion on either side of head

2) Follow a slight outline of the crown extending down to base of skull (occipital area)

3) Locate protrusion in occipital area

4) Part off crown section at bottom of protrusion in crown area

c. Nape

1) Place fingers behind ears and feel for projection at end of temporal bones

2) Use temporal bones as guides to determine exact amount of hair in nape area

d. Sides--Make sure each side has an equal amount of hair and is the same size as the other side

14. a. Razor

b. Tapering shear

15. a. 2

b. 5

c. 4

d. 3

e. 1

16. a. 4

b. 1

c. 5

d. 3

e. 2

17. a. Short sphere

b. Medium sphere

c. Fashion sphere

d. Long sphere

18. b, c, d, f, h, i, j, k, m, o, p, r, s

19. a. 2

b. 6

c. 1

d. 4

e. 5

f. 3

20. Performance skills evaluated to the satisfaction of the instructor

HAIRPIECES
UNIT XIII

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss various types of hairpieces and types of hair used for making hairpieces. The student should also be able to discuss hairpiece care and be able to demonstrate the ability to style hairpieces. This knowledge will be evidenced by completion of the job sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with hairpieces to the correct definitions.
2. Match types of wig materials to the correct descriptions.
3. List federal government requirements for labeling hairpieces.
4. Identify types of hairpieces.
5. Match hairpieces to the correct method of construction.
6. Identify implements and equipment used for styling hairpieces.
7. List the steps in measuring the head to fit a wig.
8. Discuss methods of sizing and blocking a wig.
9. Distinguish between products used for cleaning hairpieces.
10. Arrange in order the steps in cleaning a hairpiece.
11. Demonstrate the ability to:
    a. Style a wiglet.
    b. Style a wig.

HAIRPIECES
UNIT XIII

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and job sheets.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

F. Discuss information sheet.

G. Discuss and demonstrate the procedures outlined in the job sheets.

H. Provide student with different types of hairpieces to view.

I. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Types of Hairpieces

2. TM 2--Implements and Equipment Used for Styling Hairpieces

D. Job sheets

1. Job Sheet #1--Style a Wiglet

2. Job Sheet #2--Style a Wig

E. Test

F. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

B. Barrett, Dean. *The Van Dean Manual: Professional Techniques for Cosmetologists.* Rev. ed. Bronx, New York: Milady Publishing Co., 1974.

HAIRPIECES
UNIT XIII

INFORMATION SHEET

I. Terms and definitions

A. Synthetic (syn-THET-ic)--Artificial fiber designed to give the appearance of human hair

B. Wefted--Machine-stitched or hand-woven base for hairpiece

C. Ply--One of several layers sewn together

D. Swivel clamp (SWIV-el)--Implement used to hold wig block in place

E. Combings (COMB-ings)--Loose hair removed when combed or brushed

F. Imbrication (im-bri-CA-tion)--Overlapping layer of cuticle scales

G. Root-turned--Hair turned so that the imbrications of the cuticle layer of hair point downward

H. Chignon (CHI-gnon; pronounced SHEN-yon)--Artificial or natural hair styled in a bun effect at the back of head

I. Circumference (cir-CUM-fer-ence)--Perimeter of a circle

J. Occipital bone (oc-CIP-i-tal)--Large bone at back of the head commonly called *knowledge bump*

II. Types of wig materials

A. Human hair

1. European hair

a. First quality

1) Made from peasant's hair that has never been bleached or tinted and has been covered most of the time

2) Found in all colors

3) Considered to be the best quality hair

b. Second quality

1) Obtained from combings from the peasant's head

2) Must be straightened, colored, and root-turned

INFORMATION SHEET

2. Oriental hair

   a. Usually dull and dry

   b. Has to be processed to make it suitable for hairpieces

   c. Available in all colors

   d. Tends to set easily

3. Indonesian hair

   a. Not as coarse as Oriental hair

   b. More body than second quality European hair

   c. Processed identical to Oriental hair

B. Synthetic hair

1. Made of single, plastic or artificial, nonporous fibers that may vary in thickness and lack elasticity

2. Sometimes difficult to style

   Examples: Dynel, Kanekalon, Arnel, and Modocrylic

   (NOTE: As each new synthetic product is developed and marketed, the quality, color, and workability is improved.)

C. Animal hair--Obtained from horses, yaks, sheep, angora goats, or any other long-haired animal

(NOTE: All animal hairpieces are first bleached and then labeled according to the J and L color ring, an international color chart used by all large manufacturers of hairpieces.)

III. Federal requirements for labeling hairpieces

A. Label must state the kind of hair that was used and where the hairpiece was made

B. Label must remain on the hairpiece until it is purchased

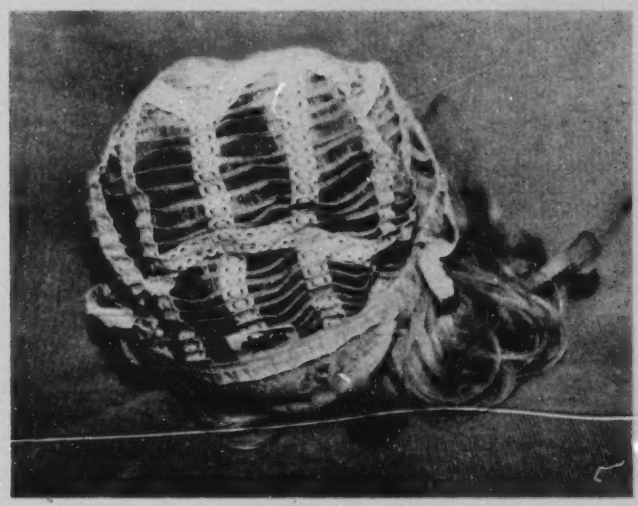
(NOTE: If the label is lost, you may determine whether the hair is human or synthetic by administering a match test. Remove a short piece of hair from the hairpiece and burn it. Human hair burns slowly and has an odor; synthetic hair burns quickly and has no odor.)

INFORMATION SHEET

IV. Types of hairpieces (Transparency 1)

A. Wigs

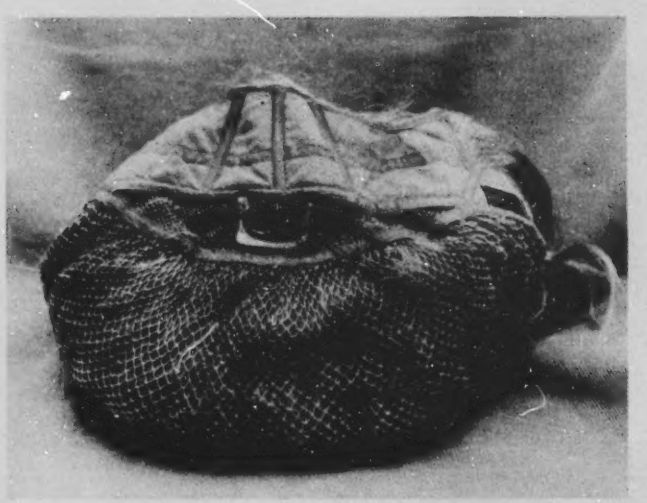
1. Machine-wefted



2. Hand-tied

INFORMATION SHEET

3. Semi-hand-tied



4. Custom-made

INFORMATION SHEET

B. Wiglets

1. Honeycomb base

2. Hand-wefted base

C. Cascade

D. Fall

E. Demi-wig

F. Switch

V. Hairpiece construction

A. Wigs

1. Machine-wefted--Loose hair is woven into wefts or strips of material and are sewn into wig cap in circular pattern approximately 5 to 12 mm (1/4 to 1/2 inch) apart

2. Hand-tied--Two to five hairs at a time are knotted by hand into a cap

(NOTE: It is expensive and more fragile than a machine-wefted wig but is much easier to style.)

3. Semi-hand-tied--Hair is hand-tied onto base around the edges of the hair while the remaining part of the wig is machine wefted

(NOTE: This allows for better styling around face area.)

4. Custom-made--Hairpiece is sized for a specific head and is made of hand-tied European hair lined in silk

(NOTE: Wig bases are made of cotton, synthetic, and elastic materials.)

B. Wiglet--Honeycombed base or hand-wefted are available in varying sizes, shapes, and colors

C. Cascade--Machine-made, oblong-based hairpiece contains from 25 to 30 cm (10 to 12 inches) of hair

D. Fall--Short, medium, or long-haired semi-machine wefted hairpiece may contain as much as 66 cm (26 inches) of hair

INFORMATION SHEET

E. Demi-wig--Large contoured cap contains hair 20 to 30 cm (8 to 12 inches) in length

(NOTE: This allows for more natural hair forward and around face and is similar to a fall.)

F. Switch--One, two, or three ply hair strands are connected to a loop and have as much as 66 cm (26 inches) of hair length that may be used as a pony-tail or chignon

VI. Implements and equipment used for styling hairpieces (Transparency 2)

A. Comb

B. Brush

C. Wig block

D. Swivel clamp

E. Hairpin

F. Wig pin

VII. Steps in measuring to fit a wig to the head

A. Place measuring tape behind front hairline above ears and below occipital bone in nape area to measure circumference of head

INFORMATION SHEET

B. Measure from front hairline back to the nape

(NOTE: Wig cap should not extend beyond natural bend of the neck when the head is tilted to prevent wig from riding up.)

C. Measure from temple to temple at front hairline

INFORMATION SHEET

D. Measure from ear to ear over top of head

E. Measure across nape area

VIII. Sizing and blocking a wig

A. Shrinking

1. Spray wig cap thoroughly with warm water, completely saturating cap

2. Pin wig on correct size of wig block and pin around hairline with several wig pins

(NOTE: The wig will form to the wig block as it drys. If wig requires additional shrinkages, darts or tucks may have to be taken.)

INFORMATION SHEET

B. Stretching

1. Saturate wig base completely with warm water

2. Pin securely on larger wig block and allow to dry

C. Tucks

1. Take horizontal tucks in nape area to shorten wig

2. Fold tuck over so that it lays flat against the net

3. Stitch into place

(NOTE: Tucks may be taken on inside or outside of wefted or machine-made wigs.)

D. Darts

(NOTE: Vertical darts are sewn in crown area to shorten length from ear to ear.)

1. Sew darts securely

2. Turn down towards ear on each side

3. Stitch to cap

(NOTE: If wig length is to be altered after wig has been fitted, cut just as you would a regular head. Cut guideline while wig is on patron's head and place wig on wig block to complete haircut.)

IX. Products used for cleaning hairpieces

A. Liquid dry cleaner--Used for human hairpieces

B. Wool sweater cleaner--Used for human and synthetic hairpieces

C. Mild shampoo--Used on human and synthetic hairpieces

D. Baking soda--Used on human and synthetic hairpieces

(NOTE: Baking soda removes hair spray and dirt from human hair.)

E. Conditioner--Used on human hairpieces

(NOTE: Conditioners are protein type products used to give luster back to human hairpieces.)

INFORMATION SHEET

F. Wig colors--Used on human hairpieces

1. Color rinse

(NOTE: This is a temporary product used to restore original color to faded human hairpieces. Most synthetics cannot accept a color rinse.)

2. Semi-permanent color

(NOTE: Semi-permanent color is a nonperoxide color that colors human hairpieces, stays on longer, and leaves the hair in good condition.)

3. Permanent color

(NOTE: Permanent color may be used to lighten or darken human hair or restore natural color permanently.)

4. Hot dye

(NOTE: Fabric dyes may be used to tint human hairpieces to give a permanent color that lasts longer and is simple to apply.)

X. Steps in cleaning a hairpiece

A. Remove all backcombing or tangles from hairpiece

B. Turn hairpiece inside out and place in metal or glass bowl

C. Pour cleaning solution over hairpiece

(NOTE: If mild shampoo or other cleanser is used, mix product in warm water and dunk hairpiece up and down several times.)

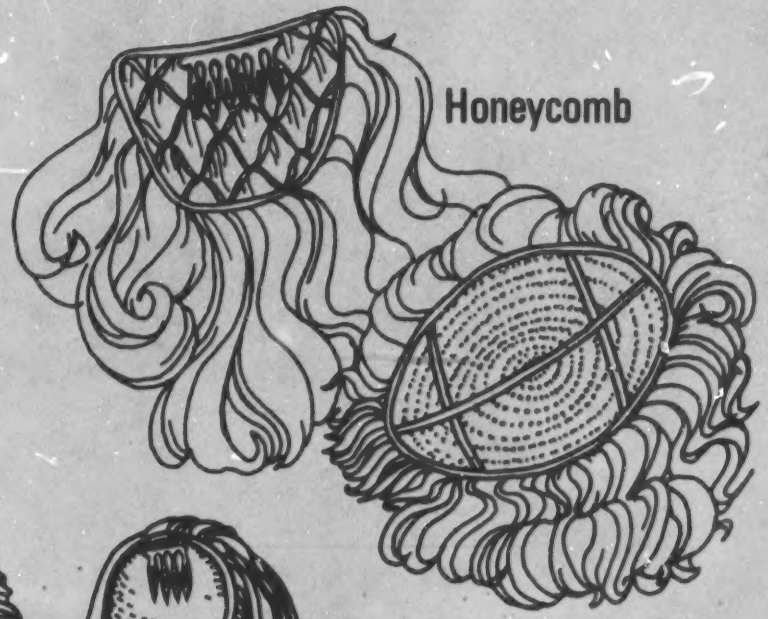
D. Place hairpiece on towel and blot very carefully

E. Pin hairpiece on correct size of wig block immediately

Types of Hairpieces

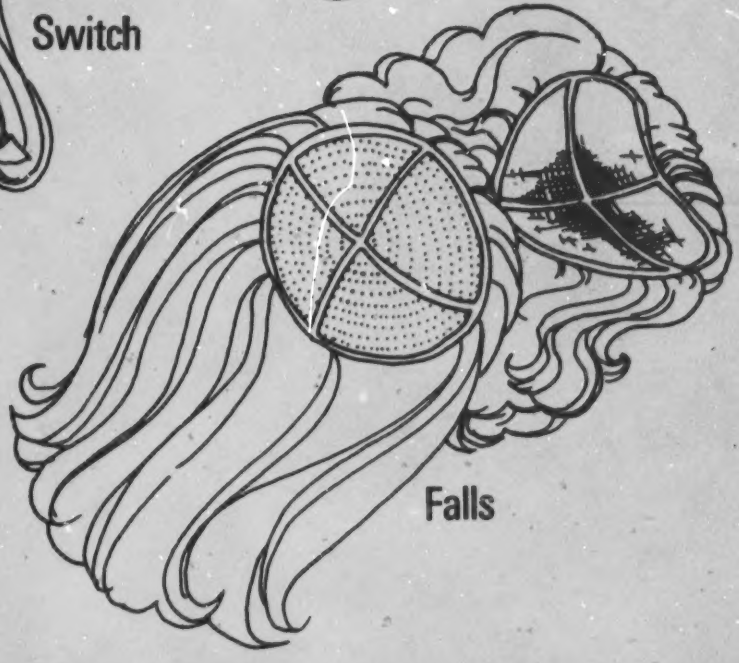
Switch

Cascade



Honeycomb

Hand-Wefted



Falls

Demi Wigs

780

781

PCP - 625-B

TM 1

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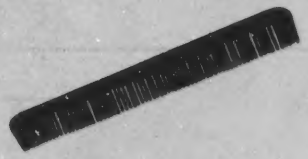
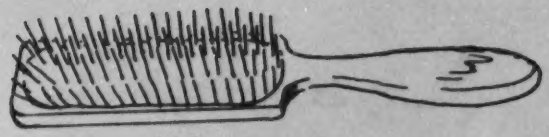
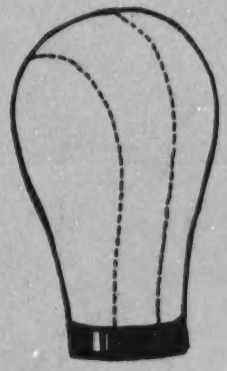
Implements and Equipment Used for Styling Hairpieces



Styling Comb

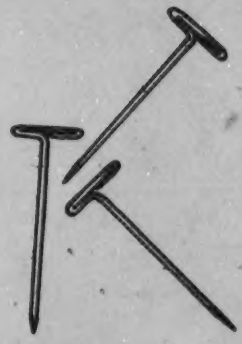


Wire Brush

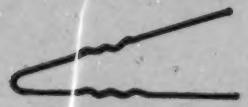


Wig Block

Swivel Clamp



Wig Pins



Hairpin

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HAIRPIECES
UNIT XIII

JOB SHEET #1--STYLE A WIGLET

I. Implements and equipment

A. Plastic-covered wig block

B. Wig pins

C. Comb

D. Rollers

E. Clippies

F. Towel

G. Brush

H. Hairpins

I. Swivel clamp

J. Dryer

II. Materials

A. Water bottle

B. Hair spray

C. Wiglet

III. Procedure

A. Place cleaned wiglet on plastic-covered wig block

(NOTE: Place wiglet on wig block in approximate area that it is going to be worn on head.)

B. Pin wiglet securely using four wig pins around base of wiglet

C. Comb out any tangles, being careful not to catch teeth of comb on wiglet base

JOB SHEET #1

D. Roll wiglet, using medium size rollers and clipping under and at the base of each roller (Figure 1)

(NOTE: Wig pins may be used to secure rollers instead of clips.)

FIGURE 1

(NOTE: For combing curls into wiglet, roll hair in all directions from center of the hairpiece.)

E. Place hairpiece under medium-heat dryer to dry.

F. Remove rollers and brush hair to relax curl

G. Backbrush or backcomb entire wiglet

H. Comb wiglet into curls by taking a small section of hair at base and smoothing the surface, being careful not to remove the backcombing (Figure 2)

FIGURE 2

JOB SHEET #1

I. Continue forming curls, using brush or comb

(NOTE: Use small amount of hair in each curl to be sure that you do not run out of hair on the top.)

J. Complete and spray (Figure 3)

FIGURE 3

(NOTE: Hairpins may be placed in circle of curl to hold it firm.)

K. Clean work area

HAIRPIECES
UNIT XIII

JOB SHEET #2--STYLE A WIG

I. Implements and equipment

A. Wig block

B. Wig pins

C. Plastic cover for wig block

D. Comb

E. Rollers

F. Clippies

G. Towel

H. Brush

I. Swivel clamp

J. Dryer

II. Materials

A. Water bottle

B. Hair spray

C. Wig

III. Procedure

A. Select proper size wig block

B. Place cleaned wig on plastic-covered wig block

(NOTE: Wig blocks have a front and back. To determine how to place the wig, check the side of the wig block that resembles the occipital bone. This is the back and the flatter side is the front.)

C. Pin wig at ear points, top, and nape using center seam of wig block as the guide for balancing the wig

JOB SHEET #2

D. Roll wig in desired style, pinning each roller at base and staggering the rollers (Figure 1)

FIGURE 1

(CAUTION: Avoid catching the base of the wig in the clips to prevent tearing the net.)

(NOTE: Most wigs cannot be styled away from hairline because the wig base will show; therefore, wigs should be styled with some hair moving forward around the face area.)

E. Place wig in dryer using a medium heat; dry thoroughly

F. Remove rollers and brush wig thoroughly to relax curls (Figure 2)

FIGURE 2

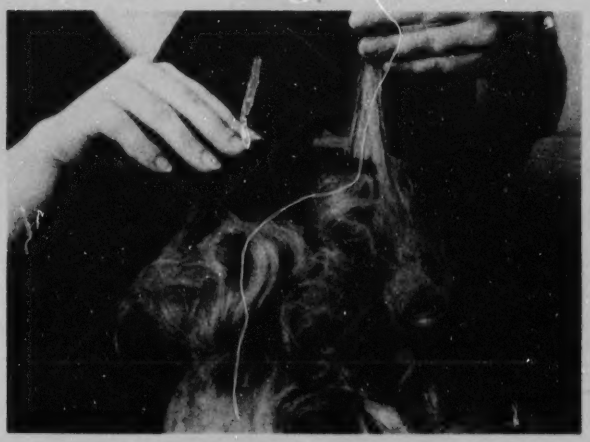
G. Brush hair into desired style

(CAUTION: Avoid catching wig base with the teeth of the comb or brush bristles.)

JOB SHEET #2

H. Backbrush or backcomb hair lightly (Figure 3)

FIGURE 3



(NOTE: Backbrushing or backcombing helps to conceal the net of the wig base.)

I. Style wig, being careful not to get style too large

(NOTE: Wigs appear nearly twice as large on a human head as they do on a wig block.)

J. Flatten hair around hairline of wig to help avoid wig look

K. Spray lightly with wig hair spray

L. Try wig on patron, being careful not to disturb style when removing wig pins

M. Make any adjustments needed for wig to look proper on patron

(NOTE: Combing patron's own hair out over front hairline of the wig, when possible, gives a completely natural look.)

N. Clean work area

HAIRPIECES
UNIT XIII

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions.

_____a.	Artificial fiber designed to give the appearance of human hair	1. Combings
_____b.	Machine-stitched or hand-woven base for hairpiece	2. Chignon
_____c.	One of several layers sewn together	3. Circumference
_____d.	Implement used to hold wig block in place	4. Synthetic
_____e.	Loose hair removed when combed or brushed	5. Occipital bone
_____f.	Hair turned so that the imbrications of the cuticle layer of hair point downward	6. Wefted
_____g.	Artificial or natural hair styled in a bun effect at back of the head	7. Root-turned
_____h.	Perimeter of a circle	8. Ply
_____i.	Large bone at back of the head commonly called the *knowledge bump*	9. Imbrication
_____j.	Overlapping layer of cuticle scales	10. Swivel clamp

2. Match the types of wig materials on the right to the correct characteristics.

_____	a. Made from peasant's hair that has never been bleached or tinted and has been covered most of the time; found in all colors; considered to be the best quality hair	1.	Synthetic
_____	b. Obtained from combings from the peasant's head; must be straightened, colored, and root-turned	2.	Oriental
_____	c. Usually dull and dry; has to be processed to make it suitable for hairpieces; available in all colors; tends to set easily	3.	Animal
_____	d. Not as coarse as Oriental hair; more body than second quality European hair; processed identical to Oriental hair	4.	Indonesian
_____	e. Made of single, plastic or artificial, nonporous fibers that may vary in thickness and lack elasticity; sometimes difficult to style	5.	European, first quality
_____	f. Obtained from horses, yaks, sheep, angora goats, or any other long-haired animal	6.	European, second quality

3. List federal government requirements for labeling hairpieces.

a. _____

_____

b. _____

_____

4. Identify the types of hairpieces illustrated below by writing the number of the illustration in the blank next to its correct name.

_____a. Machine-wefted wig
_____b. Hand-tied wig
_____c. Semi-hand-tied wig
_____d. Custom-made wig
_____e. Honeycomb base wiglet
_____f. Hand-wefted base wiglet
_____g. Cascade
_____h. Fall
_____i. Demi-wig
_____j. Switch

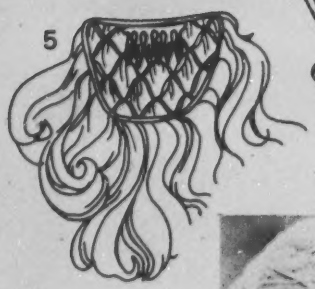
1

2

3

4

5



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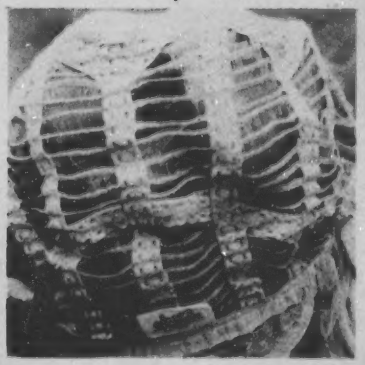

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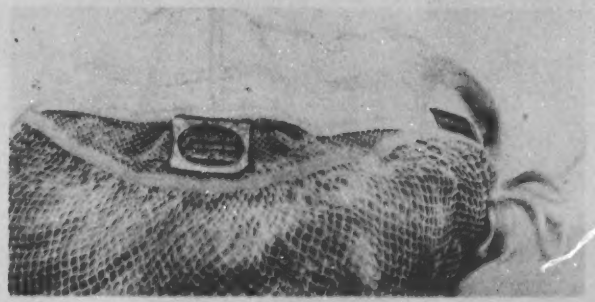


5. Match the hairpieces on the right to their correct method of construction.

_____a. Loose hair is woven into wefts or strips of material and are sewn into wig cap in circular pattern approximately 5 to 12 mm (1/4 to 1/2 inch) apart

_____b. Two to five hairs at a time are knotted by hand into a cap

_____c. Hair is hand-tied onto base around the edges of the hair while the remaining part of the wig is machine wefted

_____d. Hairpiece is sized for a specific head and is made of hand-tied European hair lined in silk

_____e. Honeycombed base or hand-wefted are available in varying sizes, shapes, and colors

_____f. Machine-made, oblong-based hairpiece contains from 25 to 30 cm (10 to 12 inches) of hair

_____g. Short, medium, or long-haired semi-machine wefted hairpiece may contain as much as 66 cm (26 inches) of hair

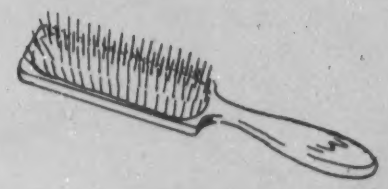
_____h. Large contoured cap contains hair 20 to 30 cm (8 to 12 inches) in length

_____i. One, two, or three ply hair strands are connected to a loop and have as much as 66 cm (26 inches) of hair length that may be used as a pony-tail or chignon

1. Cascade
2. Custom-made wig
3. Hand-tied wig
4. Wiglet
5. Switch
6. Fall
7. Machine-wefted wig
8. Demi-wig
9. Semi-hand-tied wig

6. Identify the implements and equipment used for styling hairpieces by writing the correct names in the blanks provided.

a. _____ b. _____ c. _____



d. _____ e. _____ f. _____

7. List the steps in measuring the head to fit a wig.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

8. Discuss in writing methods of sizing and blocking a wig.

a. Shrinking--_____

_____

_____

_____

b. Stretching--_____

_____

_____

c. Tucks--_____

_____

_____

d. Darts--_____

_____

_____

9. Distinguish between the following products by placing an "H" before those used on human hairpieces, an "S" before those used on synthetic hairpieces, and an "HS" for those used on both human and synthetic hairpieces.

_____a. Liquid dry cleaner

_____b. Wool sweater cleaner

_____c. Mild shampoo

_____d. Hot dye

_____e. Baking soda

_____f. Color rinse

_____g. Conditioner

_____h. Semi-permanent color

_____i. Permanent color

10. Arrange in order the five steps in cleaning a hairpiece.

_____a. Place hairpiece on towel and blot very carefully

_____b. Pour cleaning solution over hairpiece

_____c. Remove all backcombing or tangles from hairpiece

_____d. Pin hairpiece on correct size of wig block immediately

_____e. Turn hairpiece inside out and place in metal or glass bowl

11. Demonstrate the ability to:

a. Style a wiglet.

b. Style a wig.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

HAIRPIECES
UNIT XIII

ANSWERS TO TEST

1. a. 4
   b. 6
   c. 8
   d. 10
   e. 1
   f. 7
   g. 2
   h. 3
   i. 5
   j. 9
2. a. 5
   b. 6
   c. 2
   d. 4
   e. 1
   f. 3
3. a. Label must state the kind of hair that was used and where the hairpiece was made
   b. Label must remain on the hairpiece until it is purchased
4. a. 7
   b. 4
   c. 10
   d. 9
   e. 5
   f. 1
   g. 3
   h. 2
   i. 6
   j. 8

5. a. 7
   b. 3
   c. 9
   d. 2
   e. 4
   f. 1
   g. 6
   h. 8
   i. 5

6. a. Wig pins
   b. Comb
   c. Swivel clamp
   d. Wig block
   e. Brush
   f. Hairpin

7. a. Place measuring tape behind front hairline above ears and below occipital bone in nape area to measure circumference of head
   b. Measure from front hairline back to the nape
   c. Measure from temple to temple at front hairline
   d. Measure from ear to ear over top of head
   e. Measure across nape area

8. Discussion should include:
   a. Shrinking
      1) Spray wig cap thoroughly with warm water, completely saturating cap
      2) Pin wig on correct size of wig block and pin around hairline with several wig pins
   b. Stretching
      1) Saturate wig base completely with warm water
      2) Pin securely on larger wig block and allow to dry

c. Tucks

1) Take horizontal tucks in nape area to shorten wig

2) Fold tuck over so that it lays flat against the net

3) Stitch into place

d. Darts

1) Sew darts securely

2) Turn down towards ear on each side

3) Stitch to cap

9. a. H

b. HS

c. HS

d. H

e. HS

f. H

g. H

h. H

i. H

10. a. 4

b. 3

c. 1

d. 5

e. 2

11. Performance skills evaluated to the satisfaction of the instructor

PERMANENT WAVES
UNIT XIV

UNIT OBJECTIVE

After completion of this unit, the student should be able to analyze the hair, discuss types of products used in permanent waving, and identify implements used in permanent waving. The student should also be able to demonstrate the ability to give a permanent wave. This knowledge will be evidenced by completion of the job sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with permanent waving to the correct definitions.
2. Distinguish between hair density and texture.
3. Distinguish between elasticity and porosity.
4. Identify the parts of the hair structure.
5. Match the parts of the hair structure to their correct characteristics.
6. List types of products used in permanent waving.
7. Discuss chemical agents that are found in products used for permanent waving.
8. Describe the actions that take place in the hair when permanent wave and neutralizer solutions are applied.
9. Match various strengths of permanent wave solutions to the hair conditions for which they should be used.
10. Identify various types of permanent wave wraps.
11. Match various types of permanent wave wraps to the correct characteristics.
12. Identify various types of permanent wave rods.
13. Match various types of permanent wave rods to their correct functions.
14. Select from a list factors that may affect permanent wave processing.
15. List methods of determining porosity.

16. Distinguish between overprocessing and underprocessing.
17. Discuss various methods for permanent waving the hair.
18. Distinguish between sectioning and blocking the hair for a permanent wave.
19. Arrange in order the steps for giving a permanent wave.
20. List safety precautions to observe while giving a permanent wave.
21. Complete a permanent wave record card.
22. Select from a list rules for developing a good permanent wave.
23. Demonstrate the ability to:
    a. Make an off-the-head pre-permanent test curl.
    b. Section hair for a permanent wave using the forward method.
    c. Section hair for a permanent wave using the horseshoe method.
    d. Block and wrap hair for a permanent wave.
    e. Give a permanent wave.

PERMANENT WAVES
UNIT XIV

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information sheet.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

(NOTE: Show examples when possible.)

F. Discuss information sheet.

G. Discuss and demonstrate procedures outlined on job sheets.

H. Show permanent waving slides from Milady Publishing Corporation.

I. Demonstrate complete permanent wave procedure on a live model, allowing each student to participate in wrapping procedure.

J. Decorate bulletin board using posters depicting early machine permanent waving and current permanent wave methods.

K. Discuss permanent wave pricing.

L. Attend a professional show featuring permanent waves.

M. Discuss importance of learning proper terminology in order to discuss service intelligently with patron.

N. Demonstrate how to book appointments around a permanent wave at school and as a professional.

O. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Structure of the Hair
2. TM 2--Types of Permanent Wave Wraps
3. TM 3--Types of Permanent Wave Rods
4. TM 4--Permanent Wave Record Card

D. Job sheets

1. Job Sheet #1--Make an Off-the-Head Pre-Permanent Test Curl
2. Job Sheet #2--Section Hair for a Permanent Wave Using the Forward Method
3. Job Sheet #3--Section Hair for a Permanent Wave Using the Horse-Shoe Method
4. Job Sheet #4--Block and Wrap Hair for a Permanent Wave
5. Job Sheet #5--Give a Permanent Wave

E. Test

F. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

B. Dalton, John. *The Professional Cosmetologist.* St. Paul, Minnesota: West Publishing Co., 1976.

C. Kibbe, Constance V. *Standard Textbook of Cosmetology.* Bronx, New York: Milady Publishing Corp., 1972.

D. Hays, Rufus V. *Co-Ed-Co (Continuing Education in Cosmetology).* 5855 Beverly, Mission, Kansas 66202.

IV. Slides--"Permanent Waving." Available from Milady Publishing Corporation, 3839 White Plains Road, Bronx, New York 10467.

PERMANENT WAVES
UNIT XIV

INFORMATION SHEET

I. Terms and definitions

A. Density (DEN-si-ty)--Amount of hair per square centimeter (square inch) on the scalp

B. Porosity (po-ROS-i-ty)--Ability of the hair to absorb a solution or liquid

C. Process--Time required for the permanent wave solution to soften the cuticle and penetrate the hair shaft to release the bonds which make up the hair structure

D. Thioglycolic acid (thio-gly-COL-ic)--Main chemical ingredient found in permanent wave solution

E. Amino acid (a-MI-no)--Organic building blocks of the protein molecule

F. Cystine bond (CYS-tine)--Amino acid formed protein which produces cross bonds in the hair

G. Physical action (PHYS-i-cal)--Action performed by the cosmetologist

Example: Wrapping hair around a rod

H. Neutralize (NEU-tral-ize)--To stop or fix the action of the permanent wave solution

I. Alkaline (AL-ka-line)--Chemical having a pH value of 8.0 to 14.0

J. Acid--Chemical having a pH value of 1.0 to 6.0

K. Wrap--Process of placing the end paper on the strand of hair and rolling hair on permanent wave rod

L. Abrasion (a-BRA-sion)--Open sore or wound

M. Tension--Act of stretching or placing stress on the hair

N. Analyze (AN-a-lyze)--Procedure by which hair is examined before a service to determine the hair condition

O. Diameter (di-AM-e-ter)--Distance across the center of a circle

P. Perimeter (pe-RIM-e-ter)--Distance around the outer edge of an object

INFORMATION SHEET

Q. Circumference (cir-CUM-fer-ence)--Distance around perimeter of a circle

R. Imbrication (im-bri-CA-tion)--Overlapping cuticle layer on the outer hair shaft

S. Oxidize (OX-i-dize)--Process of combining oxygen with another substance and removing hydrogen

T. End paper (end wrap)--Porous paper used on ends of hair to control hair ends

U. Fishhook end--Crimped frizzy hair end that can only be removed by cutting

V. Hair shaft--Portion of the hair from the scalp outward; portion of the hair that can be seen

W. Concave--Curved inward

X. Forty-five degrees--One-half of a right angle

Y. Ninety degrees--One-fourth of a circle

Z. Diagonal (di-AG-o-nal)--Obliquely from the vertical

AA. Melanin (MEL-a-nin) (pigment)--Coloring matter found in cortex of hair

BB. Grace period--Period of time that elapses after permanent wave has reached its peak and before hair starts to overprocess

CC. Cone-shaped curl--Loose at scalp and tighter at hair ends

DD. Cylinder-shaped curl (CYL-in-der)--Wave or curl equal in size from scalp to hair ends

EE. Beeswax--Substance secreted by bees which is of a pliable composition and is used in uniting surfaces

FF. Parallel (PAR-al-lel)--Extending in same direction but never meeting

GG. Occipital bone (oc-CIP-i-tal)--Protruding bone on back of head commonly called the *knowledge bump*

HH. Contour (CON-tour)--Outline of a curve or irregular figure

II. Pick-up line--Parting made to pick up strand of hair from the head

INFORMATION SHEET

II. Hair density and texture

A. Density--Amount of hair per square centimeter (square inch) on the scalp

(NOTE: Avoid confusing texture with density of the hair.)

Example: Very dense, medium-textured hair is sometimes mistaken for coarse hair

B. Texture--Degree of coarseness or fineness of the individual hair strand

(NOTE: Texture is very important when determining the processing time for a permanent wave.)

Example: Fine-textured hair having a small diameter allows the waving solution to penetrate more rapidly than coarse hair having a large diameter.)

III. Elasticity and porosity

A. Elasticity--Ability of the hair to stretch and return to its normal length

(NOTE: All hair has elasticity, but the elasticity changes from time to time. Hair having poor elasticity will not develop a firm curl. Porous hair will lose its elasticity faster than nonporous hair.)

B. Porosity--Ability of hair to absorb a solution

(NOTE: Degree of porosity is determined by how close the cuticle layers lie together on the hair shaft. Porosity and texture are the most important factors to consider when determining the strength of permanent wave solution to be used.)

IV. Structure of the hair (Transparency 1)

A. Cuticle

B. Cortex

C. Medulla

D. Chemical bond

(NOTE: These bonds may also be referred to as *cells, polypeptide bonds, chemical links*, and *disulfide bonds*.)

INFORMATION SHEET

V. Parts of the hair structure and their characteristics (Transparency 1)

A. Cuticle--Outer protective layer of hair which contains one or more layers

(NOTE: The cuticle imbrications influence the diameter of the hair shaft.)

B. Cortex--Largest layer of hair which contains coloring pigment or melanin and is located in the center of hair shaft

C. Medulla--Innermost layer of hair which contains soft keratin and may influence diameter of hair shaft

(NOTE: Some types of hair do not contain medulla.)

D. Chemical bond--Protein type bond which is broken and reformed chemically during permanent waving and temporarily during the wet setting process

VI. Types of products used in permanent waving

A. Waving lotion

1. Alkaline
2. Acid
3. Ester

B. Neutralizer

1. Instant
2. Splash
3. Self-neutralizing

VII. Chemical agents used in permanent waving products

A. Permanent wave solution

(NOTE: Permanent wave solution may also be called *wave lotion* or *cold wave solution*.)

1. Akaline--Thioglycolic acid thio acid) which measures 8.5 to 9.5 on the pH scale

(NOTE: The compound ammonium thioglycolate is formed when ammonia is added to an acid. This forms an alkaline that can soften and swell the hair shaft.)

INFORMATION SHEET

2. Acid--Thioglycolic-based solution having a pH value of 7.0 to 7.9

(NOTE: Low pH waves are called acid because they measure closer to the acid range on the pH scale than the akaline range.)

3. Ester--Solution formed through the interaction of an acid combined with alcohol

(NOTE: Perfumes and conditioners may be added to most permanent wave solutions to remove the ammonia odor and to condition the hair during the permanent waving procedure.)

B. Neutralizer

1. Instant--Premixed, creamy formula is used directly from container or poured into applicator bottle

2. Splash--Neutralizer is poured over rods using small sponge and basin placed in sink

(NOTE: Mixture is poured through hair and re-used repeatedly throughout procedure.)

3. Self-neutralizing--Hair is allowed to dry naturally after the rods are removed

(NOTE: This method takes longer to neutralize because oxygen and water neutralize the hair naturally.)

VIII. Actions performed by permanent wave solution and neutralizer on the hair

A. Permanent wave solution--Causes the hair to soften and swell or expand which releases the chemical bonds in the cuticle layer and allows the hair to take the shape of the curling rod

B. Neutralizer--Causes the hair to harden and shrink which reforms the chemical bonds, locks hair in its new form, and stops the permanent wave action

(NOTE: Neutralizer is a fixative which contains either sodium bromate or 2 percent hydrogen peroxide which oxidizes the permanent wave solution.)

INFORMATION SHEET

IX. Strengths of permanent wave solutions and the hair conditions for which they are used

A. Mild--For damaged, porous, or tinted hair

(NOTE: Mild solution may also be referred to as *weak solution*.)

B. Average--For normal, healthy hair

C. Strong--For resistant hair having very little porosity

D. Extra mild--For lightened, overlightened, and some types of tinted hair

X. Types of permanent wave wraps (Transparency 2)

A. Book

B. Single

C. Double

XI. Types of permanent wave wraps and their characteristics

(NOTE: Porous end papers must be used when permanent waving the hair to protect the porous hair ends and alleviate fishhook ends.)

A. Book--End paper is folded over ends, which allows more control when wrapping the strand

(NOTE: Care must be taken when using the book method to be sure that the folded end paper does not bind the hair or cause the hair to overlap, preventing a smooth, even curl.)

B. Single--One end paper is placed lengthwise on top of strand on normal hair to save time and to permit the hair to remain smooth without overlapping during wrapping

C. Double--One end paper is placed lengthwise on top of strand and one is placed lengthwise under strand to control varying lengths of hair in strand

(NOTE: Two end papers should be used when hair is extremely porous or damaged.)

XII. Various types of permanent wave rods (Transparency 3)

A. Thick

B. Medium

C. Thin

INFORMATION SHEET

D. Long

E. Short

F. Extra short

G. Concave

H. Straight

XIII. Various types of permanent wave rods and their functions

(NOTE: Permanent wave rods come in varying sizes and shapes. The size of the rod determines the size of the wave or curl. When selecting rods for a permanent wave, use large rods for coarse hair having good elasticity. Use large or medium rods on medium-textured hair having average elasticity. Use medium or small rods on fine hair having very little elasticity. Large rods are usually recommended for bleached or some types of tinted hair to prevent crimping.)

A. Thick--Gives body to hair that is 15.2 cm (six inches) long or longer

(NOTE: Hair should wrap around a rod 1 1/2 to 2 1/2 turns to obtain body.)

B. Medium--Gives soft, medium curl to average length hair

(NOTE: A softer curl results when hair is wrapped 2 1/2 to 3 1/2 turns around the rod.)

C. Thin--Produces tighter curl on short hair

(NOTE: Hair should wrap 3 3/4 turns for a firm curl on thin rods.)

D. Long--Is used in upper sections of the head and may be preferred for hair 15.2 cm (six inches) or longer for easier wrapping

E. Short--Produces firm curls; is used for shorter hair or small head size and may be used in nape area on most size heads

F. Extra short (midget)--Wraps small, fine hairs generally found in nape area or over the ears for very firm curl

G. Concave--Creates definite wave pattern close to the head

H. Straight--Creates same size of curl or wave pattern throughout hair strand

INFORMATION SHEET

XIV. Factors that may affect permanent wave processing

A. Climate

B. Medication

C. Room drafts and air conditioning

D. Body heat

E. Lotion of improper strength

F. Condition of patron's hair

G. Working speed of cosmetologist

H. Failure to follow manufacturer's directions

I. Improper saturation of rods

XV. Methods of determining hair porosity

A. Ruffling

(NOTE: The more ruffles that are formed on the strand, the more porous the hair is.)

B. Cutting dry hair with scissors

(NOTE: If scissors cut through hair easily, it is porous.)

C. Cupping the hair

(NOTE: After hair is squeezed and released, if it shows little or no spring the hair is porous.)

D. Wetting the hair

(NOTE: If hair absorbs the moisture or wets easily, it is porous.)

E. Drying the hair

(NOTE: If hair takes long to dry, it may be porous.)

INFORMATION SHEET

XVI. Overprocessing and underprocessing of hair during permanent wave

A. Overprocessed--Hair appears dull, frizzy, and dry; hair lacks elasticity and will appear curly when wet and straight when dry and does not hold a set

(NOTE: Hair becomes overprocessed if solution has been left on the hair too long during the processing step or the neutralizer has been improperly applied. Reconditioning and hair cutting are recommended as treatment for overprocessed hair.)

(CAUTION: Avoid applying more permanent wave solution to overprocessed hair; breakage may occur.)

B. Underprocessed--Wet or dry hair appears weak and limp with little or no curl and hair will not hold set

(NOTE: Hair may be re-permanented using a milder solution than the first one applied.)

XVII. Various methods for permanent waving the hair

A. End permanent--Gives support to hair ends, leaving hair smooth near the scalp

(NOTE: End permanent waves may also be referred to as *stacked* or *ponytail*.)

B. Piggy back--Allows more curl at the scalp and a uniform curl throughout hair strand on long hair

C. Pick-up curl--Adds curl in one or more areas of the head due to:

1. Loss of curl during cutting
2. Naturally curly hair which is unevenly curled throughout head
3. Improper saturation of hair with solution or neutralizer in one area of the head, causing that area to have less curl
4. Improper size of rods used for length of hair or type of curl desired

D. Transfer--Hair is rolled and processed on small size rods and placed on larger size rods to neutralize

E. Custom--Wave designed for the individual patron; special procedures, application, and conditioners are used

(NOTE: Bleached hair should be custom waved.)

INFORMATION SHEET

XVIII. Sectioning and blocking hair for a permanent wave

A. Sectioning--Dividing hair into uniform sections by using the length of the permanent wave rod as a guide

(NOTE: This allows for proper and even wrapping of a permanent wave.)

B. Blocking--Subdividing the sections into uniform rectangular partings to insure an even curl by using the diameter of the rod as a guide

(NOTE: Blocking may also be referred to as *subsectioning*.)

XIX. Steps for giving a permanent wave

A. Drape patron properly

B. Analyze hair and scalp

C. Determine type of solution and proper size of rods to use

D. Fill out portion of record card

E. Shampoo hair

F. Cut hair (optional)

G. Section hair

H. Block and wrap hair

I. Apply protective cream and cotton strip

J. Saturate hair with permanent wave solution

K. Process permanent wave

L. Rinse hair

M. Blot each rod

N. Neutralize entire head

O. Unwind and remove rods and end papers

P. Rinse hair thoroughly

Q. Towel dry

R. Style hair as desired

S. Complete record card

INFORMATION SHEET

T. Clean work area and sanitize implements

(NOTE: Make sure the permanent wave rods are rinsed thoroughly to avoid distorting next wave.)

U. Discard used end papers

XX. Safety precautions to observe while giving a permanent wave

A. Examine scalp for abrasions before giving a permanent wave

B. Make hair analysis before determining strength of solution to use

C. Avoid brushing hair before giving a permanent wave

D. Shampoo hair gently and omit the massage step

E. Read manufacturer's directions carefully before each permanent wave

F. Apply protective cream around hairline to prevent burns from permanent wave solution

G. Use cotton strip around hairline to protect patron from permanent wave solution

(NOTE: Cotton strip should be removed if it becomes saturated with permanent wave solution.)

H. Apply cold water or sweet milk if permanent wave solution gets into patron's eyes

I. Apply cold water or neutralizer to skin for permanent wave burns

J. Change towel draped around patron's neck if it becomes saturated with permanent wave solution

K. Take pre-permanent test curls if in doubt about processing time or strength of permanent wave solution to use

L. Neutralize thoroughly

M. Avoid stretching hair or placing tension on hair when wrapping to prevent retardation of permanent wave solution

N. Avoid applying a cream rinse after a permanent wave

O. Cleanse permanent wave rods thoroughly after the neutralizing step

(NOTE: Neutralizer residue may distort the next permanent wave if not thoroughly removed from the rods.)

P. Avoid leaving patron alone during processing time

INFORMATION SHEET

Q. Avoid applying permanent wave solution to hair that has been treated with a metallic dye

R. Check processing of solution carefully to avoid overprocessing or underprocessing the hair

S. Handle tinted, bleached, or damaged hair carefully

T. Cover all hair ends with porous end papers to avoid fishhook ends

(NOTE: Fishhook ends usually may be corrected by cutting them off.)

U. Wash hands before and after each patron

V. Discard neutralizer after use unless properly sealed

W. Avoid giving a permanent wave and a tint on the same day

(NOTE: If a permanent wave and a color must be given on the same day, give the permanent wave first to avoid stripping the color. Because the color may grab, caution must be taken when applying color over a permanent wave.)

XXI. Information to be included on a permanent wave record card (Transparency 4)

(NOTE: The permanent wave record card serves as a guide for future permanent waves. If the card is correctly filled in, you may relieve yourself of the responsibility for damage or accidents.)

A. Patron's name, address, and telephone number

(NOTE: This information should be written at the top of a 3 x 5 or 5 x 7 card.)

B. Correct date

(NOTE: Make sure that the date is on the card. Many times questions arise concerning premature relaxing of the permanent wave curl and the date of the permanent wave will determine the responsibility.)

C. Scalp and hair analysis

1. Abrasions on scalp
2. Elasticity
3. Porosity
4. Texture

INFORMATION SHEET

5. Condition

6. Type of hair

   a. Curly

   b. Straight

   c. Wavy

7. Length of hair

D. Length of hair requested by patron

E. Type of curl requested by patron

F. Rod size used

G. Processing time

H. Neutralizer time

I. Special problems or remarks

   (NOTE: These should be written at the bottom of the card. Write your remarks and/or the remarks made by the patron.)

J. Your signature

XXII. Rules for developing a good permanent wave

A. Cone-shaped permanent wave curls are made with a concave rod; cylinder-shaped curls are made with a straight rod

B. The size of the permanent wave rod determines the size of the curl

C. Hair will not curl smaller than the rod on which it is rolled

D. A body wave is a strong curl on a large rod not an underprocessed curl

E. A tight curl is a strong curl on a small rod

   (NOTE: Leaving the permanent wave solution on for longer than necessary will not produce a tighter curl.)

F. When using concave rods, the hair ends may be converged slightly; for straight rods, the ends should be spread evenly

G. A successful permanent wave depends mainly on a good haircut, proper selection of rods and waving lotion, and proper wrapping

INFORMATION SHEET

H. Neutralizers can be made mixing 0.473 L (16 oz.) water, 59.14 mL (2 oz.) hydrogen peroxide, and 59.14 mL (2 oz.) shampoo

I. Length of the base should be determined by the length of the rod and the width of the base should be determined by the thickness of the hair

J. Normal hair curls easiest at the ends and is more difficult to curl at the scalp

K. Placing a permanent wave rod on the base produces fullness, height, or width in a permanent wave

L. When permanent waving fine hair, the weight of the lotion may cause a fake reading; blotting the excess moisture before taking a test curl will aid in eliminating this problem

(NOTE: Resaturate curl if it is not properly developed.)

M. During the processing step of a permanent wave the hair progresses from straight to shapings, to wide waves, to narrow waves, and finally to curls

N. When checking a test curl during processing, unwind the rod at least 1 1/2 turns and look for a firm letter **S** the circumference of the rod which the hair is wound around

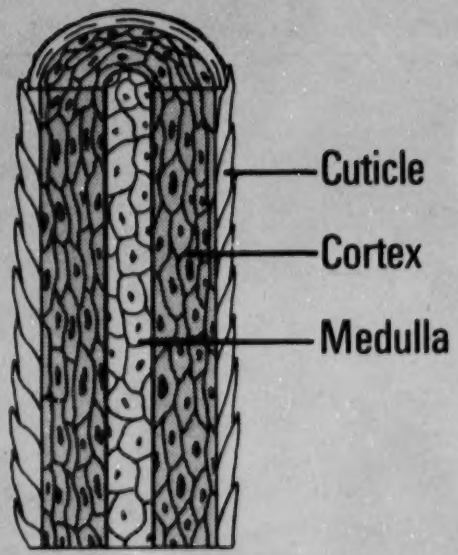
O. One portion of the head may process more quickly and reach a peak where the processing action stops

(NOTE: This peak is called a *grace period*, which means you may let the hair process so that the slower side can catch up before neutralizing. The grace period is two to three minutes for normal hair, one to two minutes for tinted hair, and zero to one minute for bleached hair.)

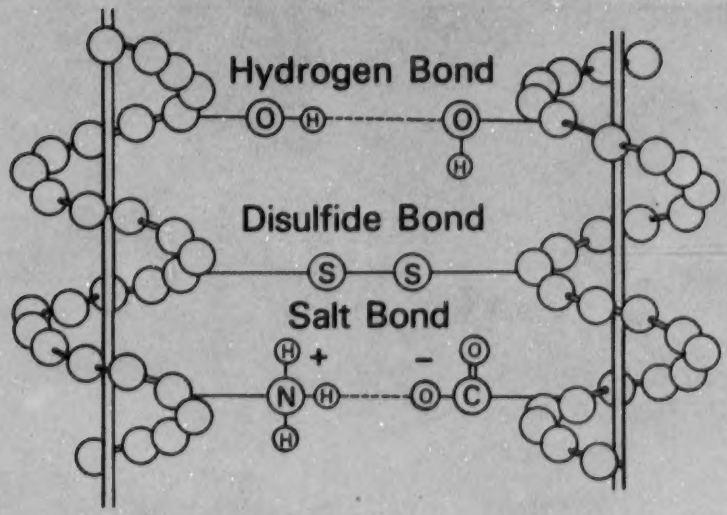
P. Large and medium rods may be alternated for good curl support

Q. Smaller rods are usually recommended for nape area where hair is more resistant

Structure of the Hair



Chemical Bonds



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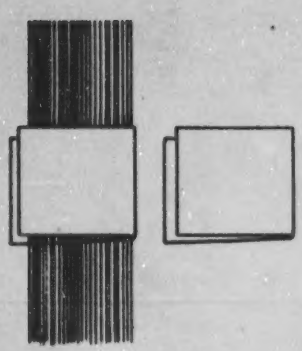
Permanent Wave Wraps



Book

Single

Double

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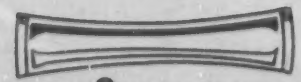
Permanent Wave Rods

Thick

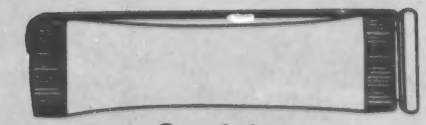
Long



Concave

Medium

Short



Straight

Thin

Extra Short

822

821

TM 3

PCP - 671-B

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Permanent Wave Record Card

Patron's Name _____ Date _____

Address _____ Telephone Number _____

Scalp and Hair Analysis

Abrasions

Elasticity

Porosity

Texture

Condition

Type of Hair
(curly, straight, wavy)

Hair Length

Hair Length Requested

Type of Curl Requested

Rod Size

Processing Time

Neutralizer Time

Special Problems _____

_____

_____

_____

Patron's Remarks _____

_____

_____

_____

_____

Operator's Signature

PERMANENT WAVES
UNIT XIV

JOB SHEET #1--MAKE AN OFF-THE-HEAD PRE-PERMANENT TEST CURL

I. Implements and equipment

A. Comb

B. Permanent wave rod

C. End paper

D. Two containers large enough to immerse permanent wave solution and neutralizer

E. Towel

II. Materials

A. Beeswax, cellophane tape, or glue

B. Permanent wave solution

C. Neutralizer

III. Procedure

A. Wash hands

B. Cut small strand of hair from the underneath portion of the head

C. Combine approximately ten to fifteen longer hairs by placing beeswax, tape, or glue on the ends that came from the scalp (Figure 1)

FIGURE 1

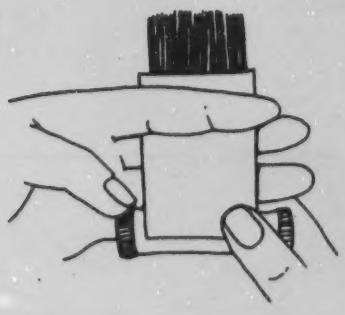
JOB SHEET #1

D. Wet strand with water (Figure 2)

E. Place end paper around hair strand

F. Place strand around permanent wave rod (Figure 2)

FIGURE 2



G. Place permanent wave solution and neutralizer in separate containers

H. Place permanent wave solution on test curl for approximately eight minutes

(NOTE: The condition of the hair determines the length of time the solution should remain on the hair.)

I. Remove test curl from permanent wave solution and blot with towel

J. Place neutralizer on test curl for five minutes

K. Unwind test curl and check for strength of strand, amount of curl, and condition of strand

L. Cleanse rod to remove neutralizer residue

PERMANENT WAVES
UNIT XIV

JOB SHEET #2--SECTION HAIR FOR A PERMANENT WAVE
USING THE FORWARD METHOD

(NOTE: This method puts least amount of strain on hairline hair and is good for a permanent widow's peak or bangs.)

I. Implements and equipment

A. Comb

B. Clips

C. Mannequin or live model

D. Towel

E. Neck strip

F. Shampoo cape

G. Proper size permanent wave rods

(NOTE: For this procedure, you only need one of each size rod which will be used to wrap the head.)

II. Procedure

A. Wash hands

B. Drape patron

(NOTE: If mannequin is used, omit draping step.)

C. Wet hair thoroughly

D. Comb hair free from tangles and straight back away from face

JOB SHEET #2

E. Place proper sized rod at center of front hairline on top of head (Figure 1)

FIGURE 1

F. Stand behind patron and place comb just inside one corner of the permanent wave rod (Figure 2)

FIGURE 2

G. Draw comb back toward crown, stopping at top of crown

H. Place comb at opposite inner corner of rod and draw comb back toward crown forming two parallel lines

JOB SHEET #2

I. Complete rectangle by closing ends at crown; clip section securely (Figure 3)

FIGURE 3

J. Place correct rod to be used on side at hairline just under top section (Figure 4)

FIGURE 4

JOB SHEET #2

K. Place comb just inside rod and draw a diagonal line to just behind the ear (Figure 5)

FIGURE 5

L. Clip hair into large pin curl (Figure 5)

M. Place correct rod to be used on left side at hairline just under top section (Figure 6)

FIGURE 6

JOB SHEET #2

N. Place comb just inside rod and draw a diagonal line to just behind the ear (Figure 7)

FIGURE 7

O. Clip hair into large pin curl (Figure 7)

P. Place comb on right side of top section (Figure 8)

FIGURE 8

JOB SHEET #2

Q. Draw comb downward over occipital bone to area at top of ear; clip hair (Figure 9)

FIGURE 9

R. Place comb on left side of top section (Figure 10)

FIGURE 10

JOB SHEET #2

S. Draw comb downward over occipital bone to area at top of ear (Figure 11)

FIGURE 11

T. Draw a straight line from top of ear to top of ear completing each section in crown area and clipping securely (Figure 12)

FIGURE 12

JOB SHEET #2

U. Comb hair in nape area straight down and divide into three equal sections; clip securely (Figure 13)

FIGURE 13

(NOTE: Center of nape area may be left unclipped if permanent wave is to be rolled after this exercise.)

PERMANENT WAVES
UNIT XIV

JOB SHEET #3--SECTION HAIR FOR A PERMANENT WAVE
USING THE HORSESHOE METHOD

(NOTE: This method is also called the *halo method*.)

I. Implements and equipment

A. Comb

B. Clips

C. Mannequin or live model

D. Towel

E. Neck strip

F. Shampoo cape

G. Proper size permanent wave rods

(NOTE: For this procedure, you will need only one of each size rod which will be used to wrap the head.)

II. Procedure

A. Wash hands

B. Drape patron

(NOTE: If mannequin is used, omit draping step.)

C. Wet hair thoroughly

D. Comb hair free from tangles and straight back away from face

JOB SHEET #3

E. Part hair down the center from hairline to center of crown (Figure 1)

FIGURE 1

F. Place correct size rod at hairline next to parting and draw comb downward to top of ear (Figure 2)

FIGURE 2

JOB SHEET #3

G. Place correct size rod at hairline on opposite side of parting and draw comb downward to top of ear (Figure 3)

FIGURE 3

H. Follow contour of the head from center of crown parting to top of ear on both sides (Figure 4)

FIGURE 4

(NOTE: Use rod as measurement for proper size of crown sections.)

JOB SHEET #3

I. Part straight line to complete horseshoe shape on crown (Figure 5)

FIGURE 5

J. Divide nape into three equal sections (Figure 6)

FIGURE 6

PERMANENT WAVES
UNIT XIV

JOB SHEET #4--BLOCK AND WRAP HAIR FOR A PERMANENT WAVE

I. Implements and equipment

A. Comb

(NOTE: You can use either a rattail or styling comb.)

B. Correct size rods for entire head

(NOTE: Smaller-sized rods are usually used on the nape area due to the resistance of the hair in this area of the head.)

C. End papers

D. Towel

E. Neck strip

F. Shampoo cape

G. Clip

H. Tray to hold rods

II. Materials

A. Water bottle

B. Permanent wave solution

(NOTE: Permanent wave solution should be selected according to patron's hair texture, condition, and porosity.)

III. Procedure

A. Wash hands

B. Drape patron and wet hair either by shampooing or using a water bottle

(NOTE: Hair should be clean.)

C. Section head using the horseshoe or forward method

(NOTE: Dampen each section using the permanent wave solution or water, depending on condition of hair and speed of operator.)

D. Begin wrapping at the center section of nape area

(NOTE: The nape area hair is usually the most resistant and should be wrapped first unless special problems exist.)

JOB SHEET #4

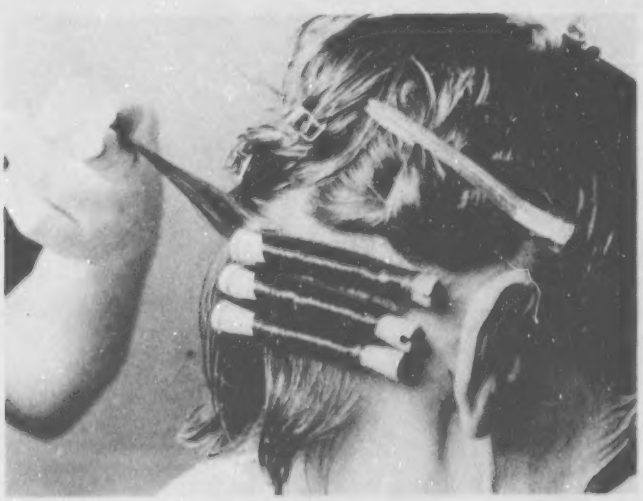
E. Stand directly in front of section to be wrapped and part a horizontal line at top of center nape section using the rod as a guide (Figure 1)

FIGURE 1

(NOTE: The size of the rod should be used to determine the size of the blocking.)

F. Comb strand of hair up and out from scalp at about a forty-five degree angle (Figure 2)

FIGURE 2

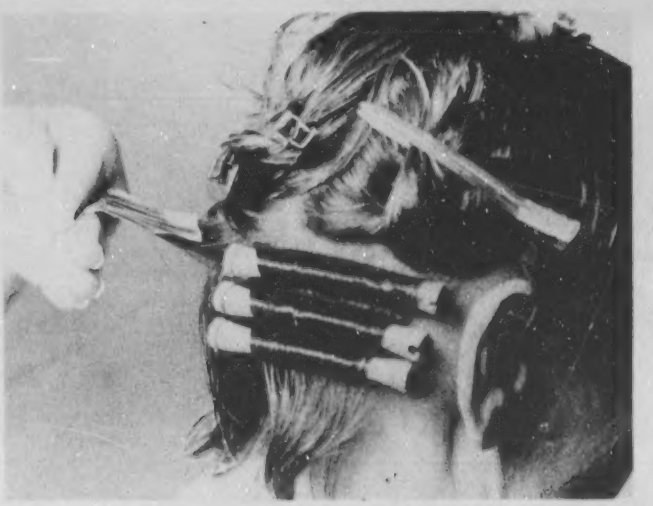


(NOTE: Comb hair underneath strand last before wrapping.)

JOB SHEET #4

G. Place end paper lengthwise on dampened hair strand, making sure that the end paper extends slightly beyond hair ends and that the hair is smooth and evenly distributed without overlapping (Figure 3)

FIGURE 3

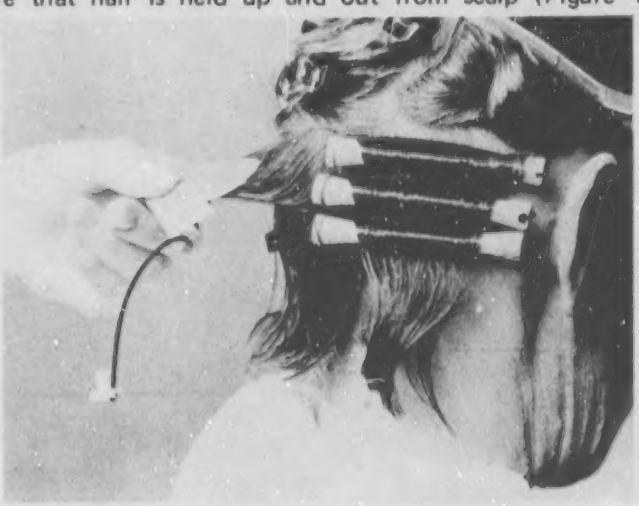


(CAUTION: Make sure that the end paper completely covers the hair ends to prevent fishhook ends.)

(NOTE: Use the single, double, or book wrap method to wrap the hair for a permanent wave.)

H. Place permanent wave rod under hair strand covered with an end paper, making sure that hair is held up and out from scalp (Figure 4)

FIGURE 4

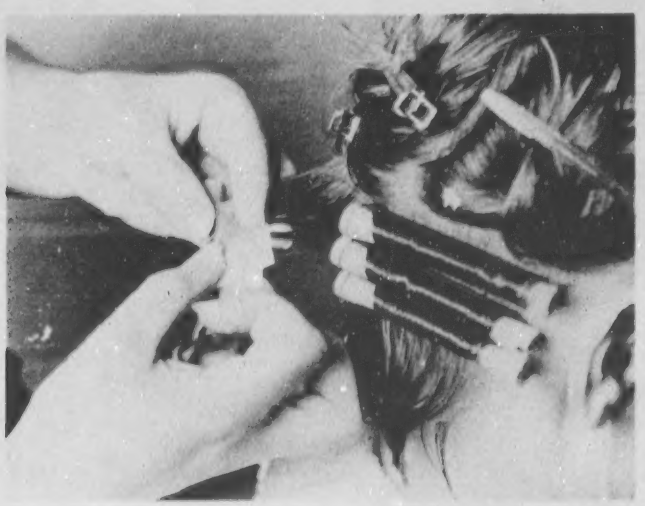


(NOTE: To save time, hold the comb in the hand between the thumb and forefinger when not using it.)

JOB SHEET #4

I. Turn the end paper around the rod using the little fingers (Figure 5)

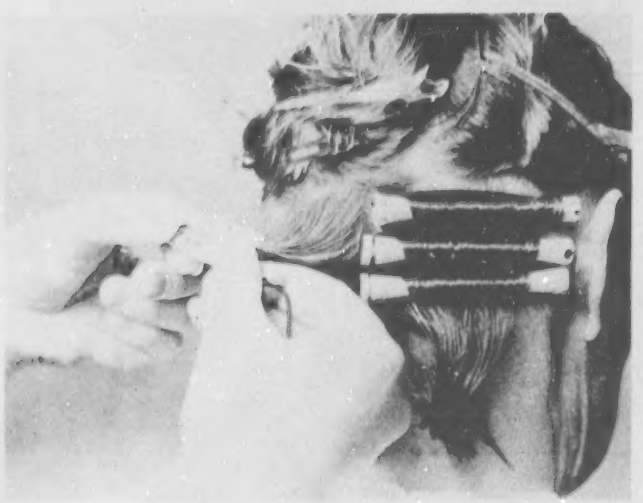
FIGURE 5



(NOTE: End paper should cling to strand. Keep hair in dampened state throughout wrapping procedure.)

J. Hold strand of hair and end paper between the fingers and place thumbs on rod being careful not to stretch the hair during the winding (Figure 6)

FIGURE 6



(NOTE: Make sure that hair is held firmly up and out from head.)

K. Roll strand toward scalp, keeping fingers in same position

JOB SHEET #4

L. Place rod just below pick-up line and fasten across center of rod

(CAUTION: Care must be taken when fastening band across rod. To prevent hair breakage, avoid twisting band and avoid fastening band too close to scalp to prevent tension when swelling of hair occurs.)

M. Rock the rod back and forth gently to be sure that rod is not wrapped too tightly

N. Complete center nape section in same manner

O. Block and wrap right and left nape sections

P. Wrap right and left sides beginning at top of each section and working toward ear

(NOTE: If using straight forward method, wrap top next. Begin at crown and wrap hair forward to front hairline.)

Q. Complete crown area by wrapping center and then either side

PERMANENT WAVES
UNIT XIV

JOB SHEET #5--GIVE A PERMANENT WAVE

I. Implements and equipment

A. Comb

B. Permanent wave rods

C. End papers

D. Clips

E. Towels

F. Neck strip

G. Timer

H. Rubber gloves

I. Record card

J. Applicator bottle

K. Plastic wrap (optional)

L. Neutralizing cape

M. Tray for rods

II. Materials

A. Shampoo

B. Permanent wave solution

(NOTE: Select solution according to hair texture, condition, and porosity of the hair. Some solutions require heat from clamps or hair dryer to activate. Read manufacturer's directions.)

C. Neutralizer

D. Water bottle

E. Cotton strip

F. Protective cream

(NOTE: Protective cream should be a heavy, water-soluble type cream.)

JOB SHEET #5

III. Procedure

A. Wash hands

B. Give pre-permanent test curl

(NOTE: This step is optional.)

C. Drape patron properly

(NOTE: Proper draping is important to insure against getting permanent wave solution on patron's clothing.)

(CAUTION: Omit brushing before a permanent wave to prevent irritation to the scalp.)

D. Analyze patron's hair and scalp for abrasions, texture of hair, elasticity, porosity, condition of hair, and density

E. Begin filling out record card

F. Discuss with patron type of curl desired, length of hair desired, problem areas, and cost of permanent wave

(NOTE: The cost of permanent waves will vary from school to school. Use the price list from your school.)

G. Select solution and proper size of rods

H. Read manufacturer's directions carefully

I. Set up work area with all needed supplies and place solutions in applicator bottles

(CAUTION: Gather all needed supplies before permanent begins; patron should not be left alone while processing unless absolutely necessary.)

J. Shampoo patron's hair using a mild shampoo and sudsing only one time; omit the massage manipulation

K. Cut the hair, making sure not to overtaper the hair ends

(NOTE: The haircut may be given after the permanent wave or eliminated entirely. However, if a patron has had a previous permanent wave, it is better to remove all the old permanent waved ends before beginning a new permanent wave.)

L. Place rubber gloves on hands, if needed, to wrap the hair

JOB SHEET #5

M. Section, block, and wrap hair

(NOTE: The hair may be slightly dampened with permanent wave solution during wrapping by saturating one section at a time. If wrapping is slow or if hair is damaged or extremely porous, wrapping in water or conditioner is recommended.)

N. Apply protective cream and cotton strip around hairline to prevent lotion from getting on skin (Figure 1)

FIGURE 1

O. Give patron towel to hold to blot any excess permanent wave solution

P. Resaturate each rod, being careful not to touch rod or hair with applicator nozzle; begin at top of nape area, rolling each rod with one hand while saturating with the other hand and continuing from top of nape area downward through each section in nape, sides, top, and crown (Figure 2)

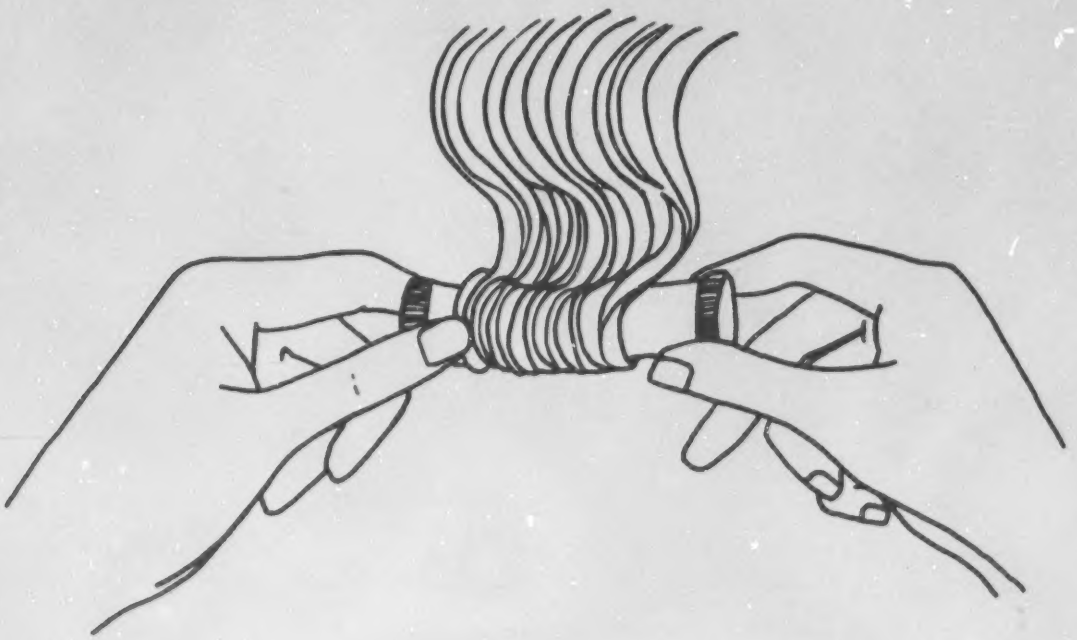
FIGURE 2

(NOTE: Saturate head in the above manner to allow longer processing time in more resistant areas.)

JOB SHEET #5

Q. Make test curl immediately after saturation by unwinding curl in nape area at least one and one-half turns, pushing strand toward scalp during unwinding to determine how much wave pattern has developed (Figure 3)

FIGURE 3



(NOTE: The degree of wave pattern showing will determine how often to make test curls. The first test curl should be taken from the first curls saturated. Test curls should be no farther than five minutes apart.)

R. Allow hair to process, taking test curls periodically; avoid testing same curl more than one time

(NOTE: Lightened or damaged hair should be checked every two or three minutes while some resistant hair may require a plastic covering to speed the process time.)

S. Remove cotton strip during processing to prevent irritation from solution being held on skin

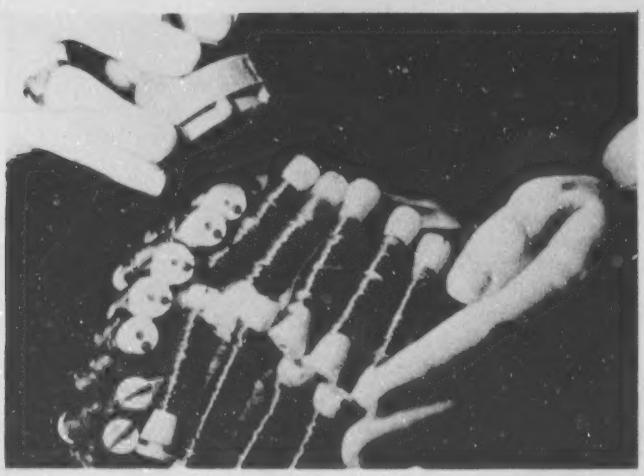
JOB SHEET #5

T. Check hair on all sides of head if strand has formed a firm letter S the size of the rod (Figure 4)

FIGURE 4

U. Rinse hair thoroughly using a mild temperature and mild water pressure (Figure 5)

FIGURE 5



V. Blot hair between and on each rod thoroughly

(NOTE: Excess moisture must be removed to allow neutralizer to be absorbed.)

W. Apply neutralizer cape and neutralize hair in same manner as application of permanent wave solution

(NOTE: Apply neutralizer between each rod and on each rod, using the entire amount.)

X. Leave neutralizer on head from five to ten minutes

JOB SHEET #5

Y. Unwind rods gently in same manner as they were wound

Z. Work neutralizer through to ends

AA. Rinse hair thoroughly using mild temperature and mild pressure

BB. Blot hair with towel

CC. Comb hair gently, removing all tangles

DD. Check permanent wave curl or wave pattern

EE. Complete record card

FF. Set and style as usual

(CAUTION: Avoid extreme heat and backcombing on a new permanent wave. Avoid using an excessive amount of hair spray.)

GG. Clean work area, sanitize implements, and clean permanent wave rods thoroughly

PERMANENT WAVES
UNIT XIV

TEST

NAME _____ SCORE _____

1. Match the terms on the right to their correct definitions. (Answers for "a" through "k" are on this page.)

_____a.	Amount of hair per square centimeter (square inch) on the scalp	1.	Alkaline
_____b.	Ability of the hair to absorb a solution or liquid	2.	Physical action
_____c.	Time required for the permanent wave solution to soften the cuticle and penetrate the hair shaft to release the bonds which make up the hair structure	3.	Amino acid
_____d.	Main chemical ingredient found in permanent wave solution	4.	Acid
_____e.	Organic building blocks of the protein molecule	5.	Process
_____f.	Amino acid formed protein which produces cross bonds in the hair	6.	Neutralize
_____g.	Action performed by the cosmetologist	7.	Density
_____h.	To stop or fix the action of the permanent wave solution	8.	Porosity
_____i.	Chemical having a pH value of 8.0 to 14.0	9.	Thioglycolic acid
_____j.	Chemical having a pH value of 1.0 to 6.0	10.	Cystine bond
_____k.	Process of placing the end paper on the strand of hair and rolling hair on permanent wave rod	11.	Wrap

(Answers to "l" through "bb" are on this page.)

_____l. Open sore or wound

_____m. Act of stretching or placing stress on the hair

_____n. Procedure by which hair is examined before a service to determine the hair condition

_____o. Distance across the center of a circle

_____p. Distance around perimeter of a circle

_____q. Overlapping cuticle layer on the outer hair shaft

_____r. Process of combining oxygen with another substance and removing hydrogen

_____s. Porous paper used on ends of hair to control hair ends

_____t. Crimped frizzy hair end that can only be removed by cutting

_____u. Portion of the hair from the scalp outward; portion of the hair that can be seen

_____v. Curved inward

_____w. Obliquely from the vertical

_____x. Coloring matter found in cortex of hair

_____y. One-half of a right angle

_____z. One-fourth of a circle

____aa. Period of time that elapses after permanent wave has reached its peak and before hair starts to overprocess

____bb. Loose at scalp and tight at hair ends

12. Oxidize
13. Circumference
14. Abrasion
15. Melanin
16. End paper (end wrap)
17. Diagonal
18. Imbrication
19. Concave
20. Analyze
21. Hair shaft
22. Tension
23. Diameter
24. Fishhook end
25. Forty-five degrees
26. Cone-shaped curl
27. Grace period
28. Ninety degrees

(Answers to "cc" through "ii" are on this page.)

____cc. Wave or curl equal in size from scalp to hair ends

____dd. Substance secreted by bees which is of a pliable composition and is used in uniting surfaces

____ee. Extending in same direction but never meeting

____ff. Protruding bone on back of head commonly called the *knowledge bump*

____gg. Outline of a curve or irregular figure

____hh. Parting made to pick up the strand of hair from the head

____ii. Distance around the outer edge of an object

29. Occipital bone
30. Beeswax
31. Pick-up line
32. Parallel
33. Contour
34. Perimeter
35. Cylinder-shaped curl

2. Distinguish between *hair density* and *texture* by writing the correct terms in the blanks provided.

_____a. Degree of coarseness or fineness of the individual hair strand

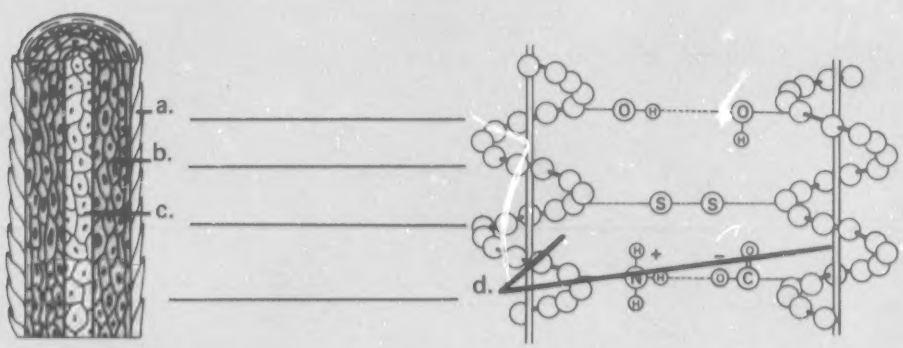
_____b. Amount of hair per square centimeter (square inch) on the scalp

3. Distinguish between *elasticity* and *porosity* by writing the correct terms in the blanks provided.

_____a. Ability of hair to absorb a solution

_____b. Ability of the hair to stretch and return to its normal length

4. Identify the parts of the hair structure illustrated below.



5. Match the parts of the hair structure on the right to their correct characteristics.

_____a. Outer protective layer of hair which contains one or more layers

_____b. Largest layer of hair which contains coloring pigment or melanin and is located in the center of hair shaft

_____c. Innermost layer which contains soft keratin and may influence diameter of hair shaft

_____d. Protein type bond which is broken and reformed chemically during permanent waving and temporarily during the wet setting process

1. Medulla
2. Chemical bond
3. Cuticle
4. Cortex

6. List six types of products used in permanent waving.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

7. Discuss in writing the following chemical agents that are used in permanent waving products.

a. Alkaline permanent wave solution--_____

_____

b. Acid permanent wave solution--_____

_____

c. Ester permanent wave solution--_____

_____

d. Instant neutralizer--_____

_____

e. Splash neutralizer--_____

_____

f. Self-neutralizing neutralizer--_____

8. Describe the actions that take place in the hair when permanent wave and neutralizer solutions are applied.

   a. When permanent wave solution is applied--_____

   _____

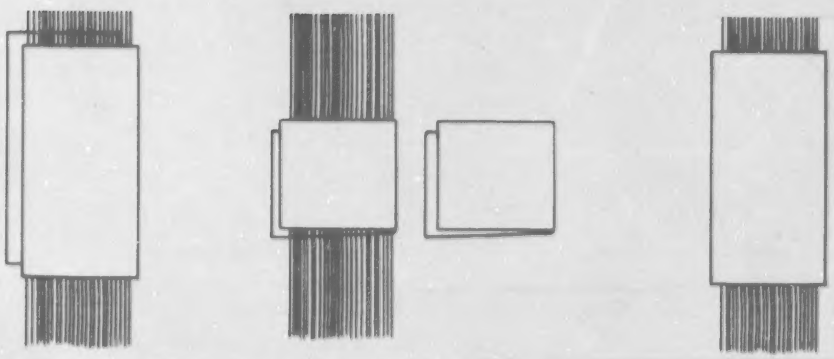
   b. When neutralizer solution is applied--_____

   _____

9. Match the permanent wave solution strength on the right to the correct hair condition for which it is used.

_____a. For damaged, porous, or tinted hair	1. Strong
_____b. For normal, healthy hair	2. Mild
_____c. For resistant hair having very little porosity	3. Extra mild
_____d. For lightened, overlightened, and some types of tinted hair	4. Average

10. Identify the types of wave wraps below by writing the correct names in the blanks provided.



a. _____ b. _____ c. _____

11. Match the permanent wave wraps on the right to the correct characteristics.

_____a.	End paper is folded over ends, which allows more control when wrapping the strand	1.	Double
		2.	Single
_____b.	One end paper is placed lengthwise on top of strand on normal hair to save time and to permit the hair to remain smooth without overlapping during wrapping	3.	Book
_____c.	One end paper is placed lengthwise on top of strand and one is placed lengthwise under strand to control varying lengths of hair in strand		

12. Identify the following types of permanent wave rods by placing the number of the rod in the blank next to its correct name.

_____a. Thick

_____b. Medium

_____c. Thin

_____d. Long

_____e. Short

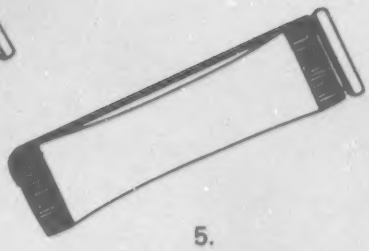
_____f. Extra short

_____g. Concave

_____h. Straight

1. 2. 3.

4.



5.

6.

7.

8.

13. Match the types of permanent wave rods on the right to the correct functions.

_____a. Gives body to hair that is 15.2 cm (6 inches) long or longer

_____b. Gives soft, medium curl to average length hair

_____c. Produces tighter curl on short hair

_____d. Is used in upper sections of the head and may be preferred for hair 15.2 cm (six inches) or longer for easier wrapping

_____e. Produces firm curls; is used for shorter hair or small head size and may be used in nape area on most size heads

_____f. Wraps small, fine hairs generally found in nape area or over the ears for very firm curl

_____g. Creates definite wave pattern close to the head

_____h. Creates same size of curl or wave pattern throughout hair strand

1. Extra short (midget)
2. Long
3. Concave
4. Short
5. Straight
6. Thick
7. Medium
8. Thin

14. Select from the list below factors that may affect permanent wave processing.

_____a. Climate

_____b. Body size

_____c. Condition of patron's hair

_____d. Improper saturation of rods

_____e. Working speed of cosmetologist

_____f. Type of comb used

_____g. Body heat

_____h. Medication

_____i. Room drafts or air conditioning

15. List five methods of determining hair porosity.

a. _____

b. _____

c. _____

d. _____

e. _____

16. Distinguish between *overprocessing* and *underprocessing* of hair during the permanent wave by writing the correct name in the blank provided.

_____a. Wet or dry hair appears weak and limp with little or no curl and hair will not hold a set

_____b. Hair appears dull, frizzy and dry; hair lacks elasticity and will appear curly when wet and straight when dry and does not hold a set

17. Discuss in writing the following methods for permanent waving the hair.

a. End permanent-- _____

_____

b. Piggy back-- _____

_____

c. Pick-up curls-- _____

_____

_____

_____

_____

_____

d. Transfer-- _____

_____

e. Custom-- _____

_____

18. Distinguish between *sectioning* and *blocking* hair for a permanent wave by writing the correct terms in the blanks.

_____a. Dividing hair into uniform sections by using the length of the permanent wave rod as a guide

_____b. Subdividing the sections into uniform rectangular partings to insure an even curl by using the diameter of the rod as a guide

19. Arrange in order the steps for giving a permanent wave by numbering the steps in the correct order. (The steps are continued on the following page.)

_____a. Saturate hair with permanent wave solution

_____b. Block and wrap hair

_____c. Process permanent wave

_____d. Section hair

_____e. Cut hair (optional)

_____f. Shampoo hair

_____g. Discard used end papers

_____h. Rinse hair thoroughly

_____i. Neutralize entire head

_____j. Rinse hair

_____k. Blot each rod

_____l. Unwind and remove rods and end papers

_____m. Towel dry

_____n. Complete record card

_____o. Style hair as desired

_____p. Clean work area and sanitize implements

_____q. Apply protective cream and cotton strip

_____r. Drape patron properly

_____s. Fill out portion of record card

_____t. Determine type of solution and proper size of rods to use

_____u. Analyze hair and scalp

20. Select from the list below safety precautions to observe while giving a permanent wave.

_____a. Use cotton strip around neckline to protect patron from permanent wave solution

_____b. Brush hair before giving a permanent wave

_____c. Apply protective cream around hairline to prevent burns from permanent wave solution

_____d. Neutralize thoroughly

_____e. Avoid leaving patron alone during processing time

_____f. Cover all hair ends with nonporous end papers to avoid fishhook ends

_____g. Cleanse permanent wave rods thoroughly after the neutralizing step

_____h. Avoid applying a cream rinse after a permanent wave

_____i. Change towel draped around patron's neck if it becomes saturated with permanent wave solution

_____j. Take pre-permanent test curls if in doubt about processing time or strength of permanent wave solution to use

_____k. Avoid applying permanent wave solution to hair that has been treated with a metallic dye

_____l. Examine scalp for abrasions before giving a permanent wave

_____m. Stretch hair or place tension on hair when wrapping to prevent retardation of permanent wave solution

_____n. Wash hands before and after each patron

_____o. Discard neutralizer after use unless properly sealed

_____p. Avoid giving a permanent wave and a tint on the same day

_____q. Apply cold water or sweet milk if permanent wave solution gets into patron's eyes

_____r. Apply petroleum jelly to skin for permanent wave burns

21. Complete the permanent wave record card using the following information.

Sharron Stone of 333 Metro Avenue came into the salon on February 14 and asked for a body permanent wave. Sharron's hair was lightened but was in good condition. It was about 19.05 cm (7 1/2 inches) in length and Sharron did not want any length removed. She had no scalp abrasions. Her hair had good elasticity and texture and was very porous.

Conditioner was placed on the hair ends to prevent damage before rolling the permanent wave on large, long rods. The mild permanent wave solution took only seven minutes to process and was neutralized for ten minutes.

Sharron said she liked her hair very much and asked for another appointment for the following week. Her phone number was taken in case a change in the appointment time was needed. Her number was 555-1212. She left very pleased.

22. Select from the following list rules for developing a good permanent wave by placing an "X" in the correct blanks.

_____a. The size of the permanent wave rod determines the size of the curl

_____b. Hair will not curl smaller than the rod on which it is rolled

_____c. Smaller rods are usually recommended for crown area where hair is more resistant

_____d. A tight curl is a strong curl on a small rod

_____e. Permanent wave solution should be left on for a longer time if tighter curl is desired

_____f. When using concave rods, the hair ends may be converged slightly; for straight rods, the ends should be spread evenly

_____g. Cone-shaped permanent wave curls are made with a concave rod; cylinder-shaped curls are made with a straight rod

_____h. A successful permanent wave depends mainly on a good haircut, proper selection of rods and waving lotion, and proper wrapping

_____i. A body wave is an underprocessed curl

_____j. Normal hair curls easiest at the ends and is more difficult to curl at the scalp

23. Demonstrate the ability to:

a. Make an off-the-head pre-permanent test curl.

b. Section hair for a permanent wave using the forward method.

c. Section hair for a permanent wave using the horseshoe method.

d. Block and wrap hair for a permanent wave.

e. Give a permanent wave.

(NOTE: If these activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

PERMANENT WAVES
UNIT XIV

ANSWERS TO TEST

1.

a.	7	k.	11	u.	21	ee.	32
b.	8	l.	14	v.	19	ff.	29
c.	5	m.	22	w.	17	gg.	33
d.	9	n.	20	x.	15	hh.	31
e.	3	o.	23	y.	25	ii.	34
f.	10	p.	13	z.	28		
g.	2	q.	18	aa.	27		
h.	6	r.	12	bb.	26		
i.	1	s.	16	cc.	35		
j.	4	t.	24	dd.	30		

2. a. Texture
   b. Density

3. a. Porosity
   b. Elasticity

4. a. Cuticle
   c. Cortex
   c. Medulla
   d. Chemical bond

5. a. 3
   b. 4
   c. 1
   d. 2

6. a. Akaline waving lotion
   b. Acid waving lotion
   c. Ester waving lotion

d. Instant neutralizer

e. Splash neutralizer

f. Self-neutralizing neutralizer

7. Discussion should include:

a. Alkaline permanent wave solution--Thioglycolic acid (thio acid) which measures 8.5 to 9.5 on the pH scale

b. Acid permanent wave solution--Thioglycolic-based solution having a pH value of 7.0 to 7.9

c. Ester permanent wave solution--Solution formed through the interaction of an acid combined with alcohol

d. Instant neutralizer--Premixed, creamy formula is used directly from container or poured into applicator bottle

e. Splash neutralizer--Neutralizer is poured over rods using small sponge and basin placed in sink

f. Self-neutralizing--Hair is allowed to dry naturally after rods are removed

8. Description should include:

a. Permanent wave solution causes the hair to soften and swell or expand which releases the chemical bonds in the cuticle layer and allows the hair to take the shape of the curling rod

b. Neutralizer solution causes the hair to harden and shrink which reforms the chemical bonds, locks hair in its new form, and stops the permanent wave action

9. a. 2 c. 1

b. 4 d. 3

10. a. Double

b. Book

c. Single

11. a. 3

b. 2

c. 1

12. a. 8 e. 1
    b. 7 f. 3
    c. 4 g. 6
    d. 2 h. 5

13. a. 6 e. 4
    b. 7 f. 1
    c. 8 g. 3
    d. 2 h. 5

14. a, c, d, e, g, h, i

15. a. Ruffling
    b. Cutting dry hair with scissors
    c. Cupping the hair
    d. Wetting the hair
    e. Drying the hair

16. a. Underprocessed hair
    b. Overprocessed hair

17. Discussion should include:
    a. End permanent--Gives support to hair ends, leaving hair smooth near the scalp
    b. Piggy back--Allows more curl at the scalp and a uniform curl throughout hair strand on long hair
    c. Pick-up curl--Adds curl in one or more areas of the head due to:
        1) Loss of curl during cutting
        2) Naturally curly hair which is unevenly curled throughout head
        3) Improper saturation of hair with solution or neutralizer in one area of the head, causing that area to have less curl
        4) Improper size of rods used for length of hair or type of curl desired

d. Transfer--Hair is rolled and processed on small size rods and placed on larger size rods to neutralize

e. Custom--Wave designed for the individual patron; special procedures, application, and conditioners are used

18. a. Sectioning

b. Blocking

19.

a.	10	g.	21	l.	15	q.	9
b.	8	h.	16	m.	17	r.	1
c.	11	i.	14	n.	19	s.	4
d.	7	j.	12	o.	18	t.	3
e.	6	k.	13	p.	20	u.	2
f.	5						

20. c, d, e, g, h, i, j, k, l, n, o, p, q

21. Completed card should include all of the components on the card below.

Patron's Name Sharron Stone Date Feb 14, 19--
Address 333 Metro Ave. Telephone Number 555-1212
Scalp and Hair Analysis
Abrasions none
Elasticity good
Porosity very porous
Texture good
Condition good; lightened
Type of Hair straight
(curly, straight, wavy)
Hair Length 19.05cm (7½ inches)
Hair Length Requested none
Type of Curl Requested body
Rod Size large, long
Processing Time 7 minutes
Neutralizer Time 10 minutes
Special Problems Conditioner was placed on ends
Patron's Remarks Likes it very much
S. Haycens
Operator's Signature

22. a, b, d, f, g, h, j

23. Performance skills evaluated to the satisfaction of the instructor

CHEMICAL RELAXING
UNIT XV

UNIT OBJECTIVE

After completion of this unit, the student should be able to analyze the hair, determine the proper chemical relaxer and procedure to follow when given a specific situation, and list equipment and implements used in chemical relaxing. The student should also be able to demonstrate the ability to give a chemical relaxer. This knowledge will be evidenced by completion of the assignment sheet, job sheets, and test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with chemical relaxing to the correct definition.
2. Distinguish between hair density and hair texture.
3. Distinguish between elasticity and porosity.
4. Identify the structure of the hair.
5. Describe the parts of the hair structure.
6. Match products used in the chemical relaxing process to their correct descriptions.
7. List methods of applying chemical relaxer to the hair.
8. List implements used for chemical relaxing.
9. Arrange in order the steps for taking a strand test.
10. Select from a list safety precautions to observe during the chemical relaxing process.
11. Arrange in order the steps for a chemical relaxer.
12. Arrange in order the steps for a relaxer retouch.
13. Arrange in order the steps for a chemical blow-out.
14. Complete a record chart.
15. Determine the proper chemical relaxer and procedure to follow when given a specific situation.

16. Demonstrate the ability to:

a. Section hair for a chemical relaxer.

b. Straighten hair using a thio chemical relaxer.

c. Straighten hair using a sodium hydroxide (caustic) relaxer.

CHEMICAL RELAXING
UNIT XV

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information, assignment, and job sheets

C. Make transparency.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

F. Discuss information and assignment sheets.

G. Discuss and demonstrate procedures outlined in job sheets.

H. Prepare bulletin board using pictures of several curly hairstyles as well as straight, smooth hairstyles.

I. Plan a field trip to a salon that specializes in chemical and thermal work.

J. Discuss importance of following safety procedures when using chemicals on the hair.

K. Show chemical relaxing film *Chemical Relaxing and Reverse Perms* by Deluxal.

L. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency master: TM 1--Hair Structure

D. Assignment Sheet #1--Determine the Proper Chemical Relaxer and Procedure to Use

E. Answers to assignment sheet

F. Job sheets

1. Job Sheet #1--Section Hair for a Chemical Relaxer

2. Job Sheet #2--Straighten Hair Using a Thio Chemical Relaxer

3. Job Sheet #3--Straighten Hair Using a Sodium Hydroxide (Caustic) Relaxer

G. Test

H. Answers to test

III. Unit references:

A. Scott, Clive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

B. Barrett, Dean. *The Van Dean Manual: Professional Techniques for Cosmetologists*. Rev. ed. Bronx, New York: Milady Publishing Corp., 1974.

IV. Films:

A. *Successful Hair Relaxing: The Self Straightener, French Perm Technique*. Deluxal Laboratory Inc., 1130 E. 95th, Chicago, Illinois 60619.

B. *Chemical Relaxing and Reverse Perms*. Deluxal Laboratory Inc., 1130 E. 95th, Chicago, Illinois 60619.

CHEMICAL RELAXING
UNIT XV

INFORMATION SHEET

I. Terms and definitions

A. Acid--Chemical having a pH value of 1.0 to 6.0

B. Alkaline--Chemical having a pH value of 8.0 to 14.0

C. pH--Scale used to measure acid or alkaline range of a product

D. Relaxer--Chemical used to soften the hair and loosen the cross-bonds so that they may be rearranged in a new position

E. Caustic (CAUS-tic)--Agent that burns or chars skin or is poisonous to the skin

F. Ammonium thioglycolate (am-MON-i-um thi-o-GLY-co-late)--Mild chemical used to straighten over-curly hair; commonly called *thio*

G. Sodium hydroxide (SO-di-um hy-DROX-ide)--Caustic type relaxer that has a swelling and softening action on the hair

H. Neutralizer (NEU-tral-iz-er) (stabilizer fixative)--Stops the action of the relaxer left in the hair after shampooing and re-forms the cross-bonds

I. Porosity (po-RO-si-ty)--Ability of the hair to absorb a solution or liquid

J. Elasticity (e-LAS-ti-ci-ty)--Ability of the hair to stretch and return to original shape or form

K. Texture (TEX-ture)--Degree of coarseness or fineness of the hair

L. Density (DEN-si-ty)--Amount of hair per square centimeter (square inch) on the scalp

M. Abrasion (a-BRA-sion)--Open sore or wound

N. Pigment (PIG-ment)--Coloring matter found in cortex of the hair

O. Shaft--Portion of the hair from the scalp outward; portion of the hair that can be seen

P. Cuticle--Outer protective layer or layers of the hair shaft

Q. Cortex--Middle layer containing the coloring matter and the structure of the hair

INFORMATION SHEET

R. Medulla (me-DUL-la)--Innermost layer of loosely held together cells; not found in fine or very fine hair

S. Metallic (me-TAL-lic)--Product manufactured from metallic salts and containing silver, lead, or copper

T. Blow-out--Relaxer that removes small amount of curl and leaves hair more manageable

U. Cotton pledget--Pre-formed cotton pad

V. Revert (re-VERT)--To return; come back

W. Cross-bond--Bond which forms the structure of the hair and that is broken and replaced chemically

X. Release statement--Form signed by patron to relieve salon or school from the responsibility of any accident or injury caused by service being performed

Y. Nape--Area in back of head, located from top of ear to neckline

Z. Analyze--Examine hair before a service

AA. Clockwise--Moving in same direction as hands of clock

BB. Section--Divide areas of head uniformly

CC. Subsection--Small partings inside each section

II. Hair density and hair texture

A. Hair density--Amount of hair per square centimeter (square inch) on the scalp

B. Texture--Degree of coarseness or fineness of a hair; general feel or quality of the hair

III. Elasticity and porosity

A. Elasticity--Ability of hair to stretch and contract back to the original shape

B. Porosity--Ability of hair to absorb liquids or moisture

(NOTE: The speed at which hair can absorb or soak up a solution is its porosity. Porosity is vitally important when determining the type of relaxer to use on over-curly or kinky hair.)

INFORMATION SHEET

IV. Hair structure (Transparency 1)

A. Cuticle

B. Cortex

C. Medulla

(NOTE: The medulla is not found in most fine hair.)

V. Parts of hair structure (Transparency 1)

A. Cuticle--Outer, transparent layer which protects the hair shaft and allows the color to show through

B. Cortex--Middle or inner layer which contains the color pigment and gives strength or elasticity to the hair shaft

C. Medulla--Innermost layer which is usually absent in fine or very fine hair and whose function is unknown

VI. Chemical relaxer products

A. Sodium hydroxide--Caustic type product that softens and causes a swelling action on the hair, breaking the cross-bonds in the cortex and causing the hair to straighten with the action of the comb and/or hands

(CAUTION: Because sodium hydroxide has a pH of 10 or higher, extreme caution and care must be taken when using it.)

B. Ammonium thioglycolate--Product which softens and relaxes over-curly hair by releasing the cross-bonds in the cortex by combing or using the hands to straighten the hair strands

(NOTE: Ammonium thioglycolate is less caustic and has a lower pH than sodium hydroxide.)

C. Neutralizer (stabilizer fixative)--Product which stops action of any chemical remaining in hair after the rinsing step and re-forms and rehardens cystine cross-bonds into a new form

(NOTE: The neutralizer is left in the hair after a thio service and rinsed from the hair when using sodium hydroxide.)

D. Cream conditioner--Lanolin or cholesterol type product applied to scalp and hair after neutralization and is then rinsed out

E. Protein conditioner--Product applied to scalp and hair after neutralization and prior to styling the hair and is left on the hair to serve as a setting lotion

INFORMATION SHEET

F. Conditioner filler--Protein product used on overporous or slightly damaged hair to even out the porosity of the hair and is used prior to the relaxer treatment

G. Base--Protective cream used to protect the scalp from the chemical agents in the relaxer prior to relaxer treatment

(NOTE: Most new products do not require a base and are called *no-base*. Follow manufacturer's directions.)

VII. Methods for applying relaxer

A. Comb method

(NOTE: Relaxer is applied with a comb to the top part of a small strand first and then to the underneath portion of the strand, gently stretching the hair into a straight position and laying the relaxer on the hair shaft but not rubbing the chemical into the hair.)

B. Finger method

(NOTE: Fingers and palms of the hands are used to apply or lay the chemical on the hair instead of using a comb.)

VIII. Implements used for chemical relaxing

A. Shampoo cape

B. Gloves

C. Combs (large and small)

D. Spatula

E. Timer

F. Clips

G. Cotton

H. Neck strip

I. Towels

IX. Taking strand test

A. Cut a hole in the center of a piece of wax paper or aluminum foil

B. Thread a small section of hair through the hole

INFORMATION SHEET

C. Apply relaxer to the hair

D. Allow relaxer to remain on the hair for two or three minutes

E. Remove the relaxer with a dry cotton pledget

F. Test for results

(NOTE: If the straightening results are not sufficient, test another hair strand and allow relaxer to remain two or three minutes longer.)

X. Safety precautions

A. Avoid giving chemical relaxer treatment if abrasions are present on the scalp

B. Strand test hair before giving a chemical relaxer

C. Avoid applying a sodium hydroxide relaxer over a thio type relaxer

D. Read manufacturer's directions before applying chemical relaxer

E. Avoid using a strong relaxer on fine or wooly hair to prevent breakage

F. Avoid giving a chemical hair relaxing treatment to hair immediately after straightening it with a hot pressing comb

(NOTE: A chemical hair relaxing treatment may be given after hair has been shampooed.)

G. Avoid relaxing damaged hair

(NOTE: Recondition damaged hair several times before applying a chemical relaxer.)

H. Apply protective base to prevent possible burning or irritation of the scalp when using the sodium hydroxide relaxer, if manufacturer's directions state that it is a no-base product

I. Wear protective gloves

J. Avoid getting chemicals in patron's eyes

K. Place the relaxer on the hair shaft and avoid rubbing the relaxer into the hair or on the scalp

L. Apply the relaxer carefully to avoid accidentally spreading it on the ears, scalp, or skin

INFORMATION SHEET

M. Test the action of the relaxer frequently to determine how quickly curl is being removed

N. Avoid using hot water when rinsing the relaxer from the hair to prevent the hair from reverting to the natural curl

O. Remove the relaxer from the hair thoroughly

P. Avoid brushing scalp before using chemical relaxer

Q. Use a mild shampoo and warm water to shampoo hair

R. Avoid vigorous scalp manipulations

S. Work the fingers from the scalp to the ends, following the water stream, to prevent tangling the hair when rinsing the shampoo out of the hair

T. Apply neutralizer (fixative) following the relaxer treatment to keep the hair in a straightened form

U. Use a wide-toothed comb and avoid pulling the hair or scratching the scalp with comb or fingernails

V. Apply conditioner to hair and scalp before setting the hair

W. Avoid overlapping the chemical relaxer onto hair when giving a retouch to hair previously treated with a relaxer

X. Avoid using hot irons on chemically relaxed hair

Y. Avoid giving a chemical relaxer to hair treated with a metallic dye

Z. Complete a record card following each chemical relaxer treatment

AA. Ask each patron to sign a release statement to protect yourself

XI. Applying chemical relaxer

A. Drape patron

B. Shampoo hair gently using a mild shampoo

C. Towel dry the hair

D. Apply base cream if needed

E. Section hair into four or five sections

F. Apply relaxer to hair strand about 12.7 mm (one-half inch) from the scalp and to within 12.7 mm (one-half inch) from the ends, using comb or finger method

(NOTE: Lay the relaxer on the hair; do not rub it into the hair.)

INFORMATION SHEET

G. Inspect chemical action, while spreading the relaxer on the hair, to see how fast the natural curl is being removed

(NOTE: If action is too fast in any area, it should be rinsed immediately.)

H. Rinse relaxer from hair after desired straightening has taken place

(NOTE: Follow manufacturer's directions for rinsing.)

I. Apply a neutralizer to entire head, beginning at nape and working forward

J. Rinse neutralizer from hair if using a sodium hydroxide chemical; leave neutralizer on hair if using a thio chemical

K. Towel blot hair

L. Apply conditioner

M. Style hair

N. Complete record card

XII. Relaxer retouch

A. Section hair into four or five sections

B. Apply base cream if needed

C. Apply relaxer to new growth only, using comb or finger method and laying the relaxer on the new hair

D. Inspect chemical action

E. Rinse relaxer from hair after desired straightening has taken place

F. Shampoo hair gently

G. Apply neutralizer to new growth

H. Rinse neutralizer from hair

I. Towel blot hair

J. Apply conditioner

K. Style hair

L. Complete record card

INFORMATION SHEET

XIII. Chemical blow-out

A. Apply base cream if needed

B. Spread blow-out relaxer over entire head

(NOTE: Begin at nape area and work toward forehead area when applying the chemical relaxer.)

C. Comb blow-out cream through the hair using a lifting motion

(NOTE: Continue combing action until definite straightening pattern begins to show. The hair should not be straightened; it should have a wave or slight curl pattern.)

D. Rinse the hair using a long stream of warm water

E. Shampoo the hair

F. Apply neutralizer

G. Towel dry hair

H. Apply conditioner

I. Dry hair thoroughly while brushing, combing, or lifting the hair with a pick

(NOTE: Concentrate drying action on the scalp first. Some types of hair style better when rolled on small rollers or permanent wave rods.)

J. Complete record card

XIV. Construct a record card

(NOTE: The permanent wave record card serves as a guide for future permanent waves. If the card is correctly filled in, you may relieve yourself of the responsibility for damage or accidents.)

A. Patron's name, address, and telephone number

(NOTE: This information should be written at the top of a 5 x 7 or 3 x 5 card.)

B. Correct date

(NOTE: Make sure that the date is on the card. Many times questions arise concerning the permanent wave and the date of the permanent wave will determine the responsibility.)

INFORMATION SHEET

C. Scalp and hair analysis
    1. Abrasions on scalp
    2. Elasticity
    3. Porosity
    4. Texture
        a. Coarse
        b. Medium
        c. Fine
        d. Very fine
    5. Condition
    6. Type of hair
        a. Curly
        b. Kinky
        c. Wavy
        d. Wooly

D. Condition of hair
    1. Normal
    2. Dry and brittle
    3. Lightened
    4. Tinted
    5. Damaged

E. History
    1. Whether a chemical process was used
    2. Whether a color restorer (metallic) was used

F. Treatment
    1. Ammonium thioglycolate (thio)
    2. Sodium hydroxide

INFORMATION SHEET

G. Length of time chemical was left on hair

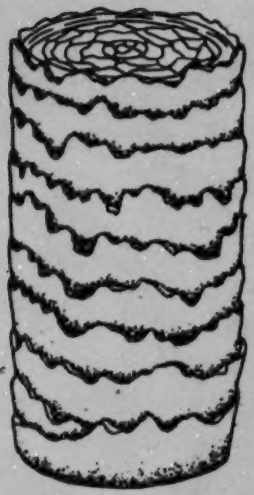
H. Whether a reconditioner was used and the name of product

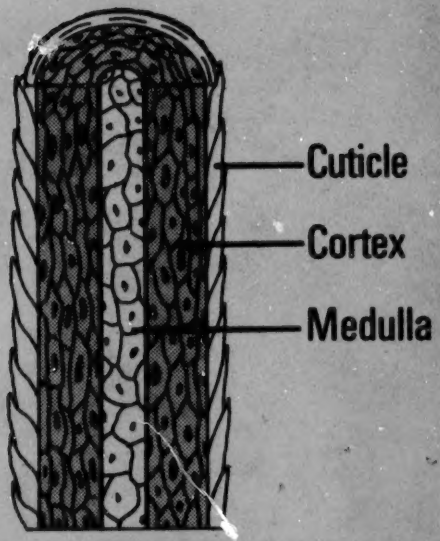
I. Special problems or remarks

(NOTE: These should be written at the bottom of the card. Write your remarks and/or the remarks made by the patron.)

J. Your signature

Hair Structure





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CHEMICAL RELAXING
UNIT XV

ASSIGNMENT SHEET #1--DETERMINE THE PROPER CHEMICAL RELAXER AND PROCEDURE TO USE

There are two basic types of relaxers. The proficient cosmetologist must know which product is best suited for the patron's hair.

Read the paragraphs below and determine which product should be used and explain the procedure that would be best suited for the patron.

Ms. Jones came into the salon for her usual Wednesday afternoon appointment. After looking through several hairstyling magazines, Ms. Jones told her operator that she would like a new hairstyle. The operator asked Ms. Jones if she had ever chemically straightened her hair before. Ms. Jones replied, "Yes, but it has been several months now."

The operator began analyzing Ms. Jones' hair. He determined that her hair was very fine and wooly, was only slightly damaged, and had not been tinted, lightened, or had a color restorer. The operator asked Ms. Jones if she had had a hot comb or hot iron service recently and, after Ms. Jones answered that she had not, the operator was ready to begin the procedure.

1. Type of chemical relaxer to be used _____

2. Procedure:

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ANSWERS TO ASSIGNMENT SHEET

1. Ammonium thioglycolate (thio)
2. Procedure
   a. Drape patron
   b. Shampoo hair gently using a mild shampoo
   c. Apply base cream if needed
   d. Towel dry the hair
   e. Section hair
   f. Apply relaxer
   g. Inspect chemical action
   h. Rinse hair

      (NOTE: Some manufacturers recommend that fifty percent of relaxer should be rinsed out using warm water, hair should be combed smooth and straight for about five minutes, and then remaining relaxer should be rinsed from hair, keeping the hair straight and smooth.)

   i. Neutralize the hair by pouring neutralizer through the hair and keeping hair in straightened position
   j. Towel blot hair
   k. Apply conditioner
   l. Set hair with neutralizer left on hair
   m. Complete record card

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JOB SHEET #1--SECTION HAIR FOR A CHEMICAL RELAXER

I. Implements and equipment

A. Comb

B. Clips

C. Shampoo cape

D. Neck strip

E. Towel

II. Procedure

A. Wash hands

B. Drape patron

C. Section hair into four or five sections

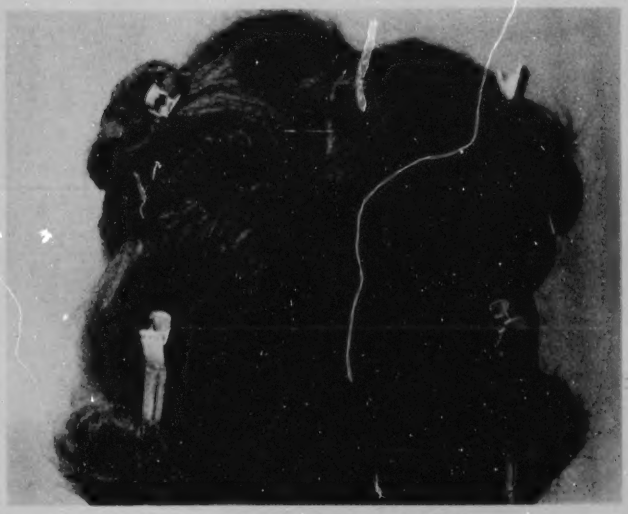
1) To section hair into four sections

a. Part hair down the center from forehead to the nape area (Figure 1)

FIGURE 1

b. Part across head from ear to ear, starting behind the ear (Figure 2)

FIGURE 2



c. Clip hair in each section securely if needed

2) To section hair into five sections

a. Part hair from ear to ear across top of head, beginning behind the ear (Figure 3)

FIGURE 3

JOB SHEET #1

b. Divide front area into three equal sections (Figure 4)

FIGURE 4

c. Divide back of head into two equal sections (Figure 5)

FIGURE 5

d. Clip hair in each section securely if needed

(NOTE: Most cosmetologists prefer the four-section method.)

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JOB SHEET #2--STRAIGHTEN HAIR USING A THIO CHEMICAL RELAXER

I. Implements and equipment

A. Combs (large and small)

B. Clips

C. Towels

D. Shampoo cape

E. Neck strip

F. Protective gloves or cream

G. Timer

H. Aluminum foil

I. Cotton

J. Record card

K. Container large enough to fit in shampoo bowl during neutralizing procedure

L. Spatula

II. Materials

A. Ammonium thioglycolate relaxer

B. Neutralizer

C. Scalp conditioner

III. Procedure

(NOTE: A predisposition test should be given to test for allergies.)

A. Wash hands

B. Analyze the hair; check for porosity, texture, density, and elasticity

C. Check scalp for abrasions

D. Drape patron

JOB SHEET #2

E. Read manufacturer's directions

F. Strand test using a small piece of aluminum foil

G. Shampoo patron gently with mild shampoo, omitting the massage manipulations

H. Towel dry the hair

(NOTE: Leave the hair partially damp.)

I. Section hair into four or five sections

(NOTE: Four sections is the most accepted method.)

J. Apply scalp conditioner to scalp only with cushions of fingertips; apply it over entire scalp, around hairline and nape, and over the ears

(NOTE: Lay the conditioner on the scalp. Body heat will insure an even distribution.)

K. Prepare neutralizer by following manufacturer's directions

L. Put protective gloves or protective cream on hands

M. Apply thio relaxer using comb or finger method

1. Comb method

a. Begin on right back of head

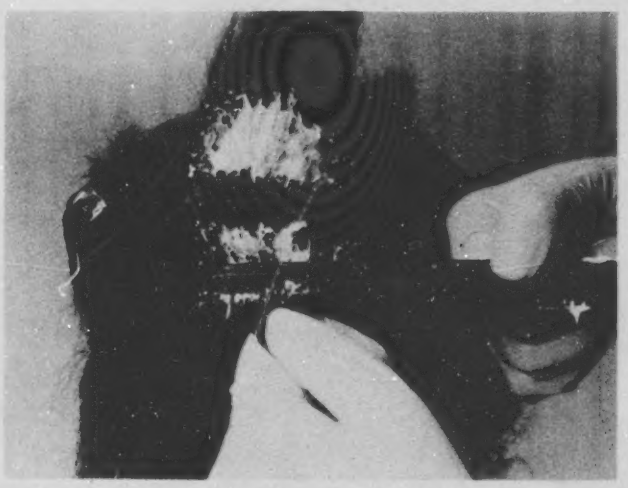
b. Sub-section strand of hair about 25.4 mm (one inch) wide

JOB SHEET #2

c. Apply relaxer to top side of the strand, leaving hair uncovered 12.7 mm (one-half inch) from scalp and 12.7 mm (one-half inch) from ends (Figure 1)

(NOTE: Lay the relaxer on the hair; do not rub into the hair.)

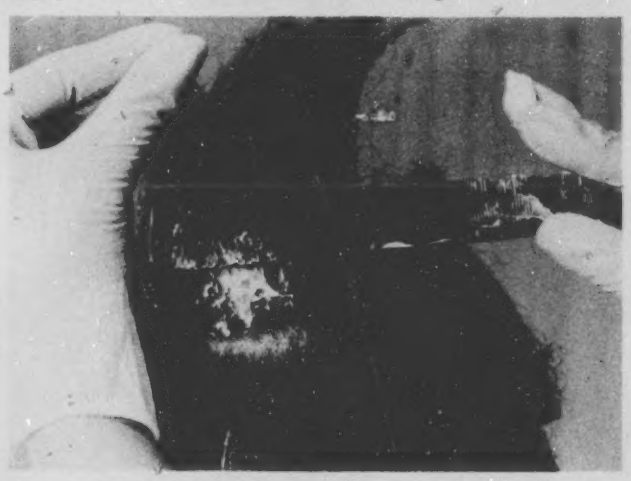
FIGURE 1



(CAUTION: Avoid getting chemicals into patron's eyes.)

d. Apply relaxer underneath strand (Figure 2)

FIGURE 2



e. Flip completed strand up to keep out of the way

f. Complete right back area, pull hair down, and move in clockwise direction around the entire head

g. Comb relaxer down to scalp and through hair ends, reapplying relaxer as needed

JOB SHEET #2

h. Stretch the hair gently into a straight position while combing

i. Check the action of the relaxer around entire head during the stretching period to see how quickly the curl is being removed

(NOTE: If one area of the head is removing curl too quickly, rinse that area at the shampoo bowl.)

2. Finger method--Apply relaxer beginning at back of head and working in clockwise movement around the head using fingertips and palms of hands to lay the relaxer on the hair and smoothing and spreading the relaxer

N. Set timer and process relaxer until desired straightness is achieved, using strand test as guide for timing

O. Rinse relaxer from hair

(NOTE: Follow manufacturer's directions.)

1. Rinse 50 percent of relaxer from the hair using warm water

2. Comb hair straight and smooth for about five minutes

3. Rinse remaining relaxer thoroughly from the hair using warm water and keeping the hair smooth and straight during the final rinse

P. Apply neutralizer

1. Pour prepared neutralizer through the hair, catching the remainder in a container in the shampoo bowl

2. Re-pour neutralizer through the hair, catching it in the container at least seven or eight times

3. Comb hair smooth and straight

4. Allow neutralizer to remain on the hair

Q. Set hair using rollers without tension

(NOTE: Set hair with neutralizer remaining in the hair.)

R. Clean up work area and sanitize implements

S. Complete record card

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JOB SHEET #3--STRAIGHTEN HAIR USING A SODIUM HYDROXIDE (CAUSTIC) RELAXER

I. Implements and equipment

A. Combs (large and small)

B. Clips

C. Towels

D. Shampoo cape

E. Neck strip

F. Protective gloves or cream

G. Timer

H. Aluminum foil

I. Cotton

J. Record card

K. Spatula

II. Materials

A. Sodium hydroxide relaxer

B. Neutralizer

C. Base (optional)

(NOTE: Some products require no base. Always read manufacturer's directions.)

D. Conditioner

III. Procedure

(NOTE: A predisposition test should be given to test for allergies.)

A. Wash hands

B. Analyze the hair; check for porosity, texture, density, and elasticity

C. Check scalp for abrasions

JOB SHEET #3

D. Drape patron

E. Strand test using a small piece of foil

F. Read manufacturer's directions

(NOTE: If necessary, trim damaged hair ends; DO NOT shampoo the hair.)

G. Section the hair into four or five sections

(NOTE: If moisture is present on patron's scalp, place patron under a cool dryer for several minutes.)

H. Apply protective base (if needed) by parting 12.7 mm (one-half inch) sections or less if hair is dense and applying the base freely to the scalp using the fingertips (Figure 1)

FIGURE 1

(NOTE: Make sure that area around the forehead, nape of the neck, and over the ears is completely covered with the base by laying the base on the scalp and hairline.)

I. Apply conditioner to hair if needed

J. Put protective gloves or cream on hands

K. Apply sodium hydroxide relaxer by comb or finger method

1. Comb method

a. Begin on right back of head

b. Sub-section a strand of hair about 12.7 mm (one inch) wide

JOB SHEET #3

c. Apply relaxer first to top side of strand leaving hair uncovered 12.7 mm (one-half inch) from scalp and 12.7 mm (one-half inch) from the ends

(NOTE: Lay the relaxer on the hair; do not rub it into the hair.)

(CAUTION: Avoid getting chemicals into patron's eyes.)

d. Apply relaxer underneath strand

e. Flip completed strand up to keep out of the way

f. Complete right back area and move in clockwise direction around the head

g. Comb relaxer down to scalp and through hair ends, reapplying relaxer as needed

h. Stretch the hair gently into a straight position while combing

i. Check the action of the relaxer during the stretching to see how quickly the curl is being removed around entire head

(NOTE: If one area of the head is removing curl too quickly, rinse that area at the shampoo bowl.)

2. Finger method--Apply relaxer beginning at back of head and working in a clockwise movement around the head, using fingertips and palms of hands to lay the relaxer on the hair and smoothing and spreading the relaxer (Figure 2)

FIGURE 2

JOB SHEET #3

L. Set timer and process relaxer until desired straightness is achieved, using strand test as guide for timing

M. Rinse the relaxer from the hair, using warm water and by directing the stream of water from the scalp to the ends

(CAUTION: If the relaxer is not completely removed, the action of the relaxer will continue and breakage could occur.)

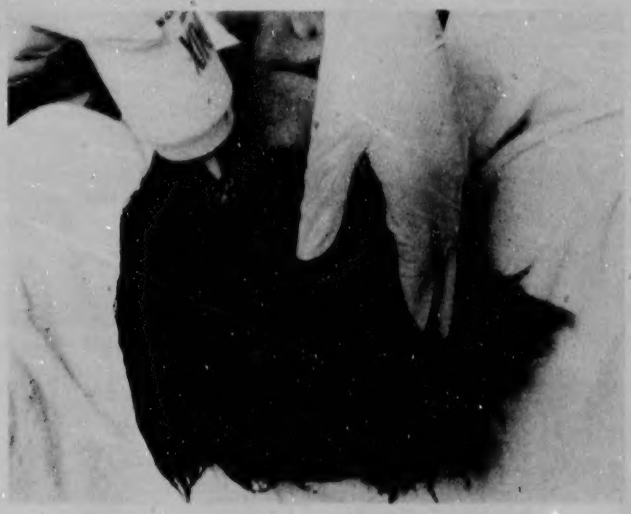
(NOTE: Warm water must be used to stop the action of the relaxer. Hot water may burn the patron or cause the relaxed hair to revert to a curly form and cold water will not stop the relaxer action.)

N. Shampoo the hair gently using a mild shampoo

(NOTE: Three sudsings or more may be required.)

O. Apply the neutralizer by completely saturating entire head (Figure 3)

FIGURE 3



JOB SHEET #3

P. Comb hair downward, beginning at nape and using a wide-toothed comb (Figure 4)

FIGURE 4

(NOTE: During the combing, the hair should be kept straight and completely saturated with the neutralizer and tangles should be removed with care.)

Q. Allow neutralizer to remain on the hair about five minutes

R. Rinse neutralizer from hair thoroughly, using warm water

S. Towel blot the hair

T. Style hair in usual manner

U. Clean work area and sanitize implements

V. Complete record card

CHEMICAL RELAXING
UNIT XV

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions. (Answers for "a" through "m" are on this page.)

_____a. Chemical having a pH value of 1.0 to 6.0

_____b. Chemical having a pH value of 8.0 to 14.0

_____c. Scale used to measure acid and alkaline range of a product

_____d. Chemical used to soften the hair and loosen the cross-bonds so that they may be rearranged in a new position

_____e. Agent that burns or chars skin or is poisonous to the skin

_____f. Mild chemical used to straighten over-curly hair; commonly called *thio*

_____g. Caustic type relaxer that has a swelling and softening action on the hair

_____h. Stops the action of the relaxer left in the hair after shampooing and re-forms the cross-bonds

_____i. Ability of the hair to absorb a solution or liquid

_____j. Ability of the hair to stretch and return to original shape or form

_____k. Degree of coarseness or fineness of the hair

_____l. Amount of hair per square centimeter (square inch) on the scalp

_____m. Open sore or wound

1. Neutralizer
2. Elasticity
3. Ammonium thioglycolate
4. Alkaline
5. Texture
6. pH
7. Acid
8. Porosity
9. Caustic
10. Sodium hydroxide
11. Relaxer
12. Abrasion
13. Density

_____n. Coloring matter found in cortex of the hair

_____o. Portion of the hair from the scalp outward; portion of the hair that can be seen

_____p. Outer protective layer or layers of the hair shaft

_____q. Middle layer containing the coloring matter and the structure of the hair

_____r. Innermost layer of loosely held together cells; not found in fine or very fine hair

_____s. Product manufactured from metallic salts and containing silver, lead, or copper

_____t. Relaxer that removes small amount of curl and leaves hair more manageable

_____u. Pre-formed cotton pad

_____v. To return; come back

_____w. Bond which forms the structure of the hair and that is broken and replaced chemically

_____x. Form signed by patron to relieve salon or school from the responsibility of any accident or injury caused by service being performed

_____y. Area in back of head, located from top of ear to neckline

_____z. Examine hair before a service

____aa. Moving in same direction as hands of clock

____bb. Divide areas of head uniformly

____cc. Small partings inside each section

14. Shaft
15. Clockwise
16. Cortex
17. Nape
18. Section
19. Medulla
20. Cuticle
21. Blow-out
22. Metallic
23. Release statement
24. Subsection
25. Analyze
26. Pigment
27. Cross-bond
28. Cotton pledget
29. Revert

2. Distinguish between hair *density* and *texture* by writing the correct term in the blank.

_____ a. Degree of coarseness or fineness of a hair; general feel or quality of the hair

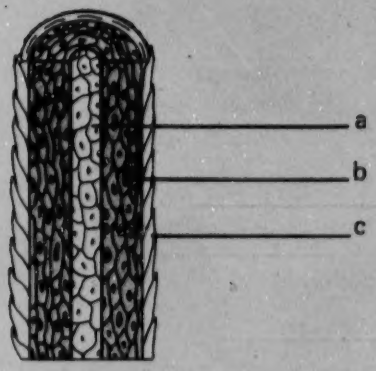
_____ b. Amount of hair per square centimeter (square inch) on the scalp

3. Distinguish between hair *elasticity* and *porosity* by placing the correct term in the blank.

_____ a. Ability of hair to absorb liquids or moisture

_____ b. Ability of hair to stretch and contract back to the original shape

4. Identify the parts of the hair structure shown below by writing the correct name in the blank.



5. Describe the three parts of the hair structure.

a. _____

_____

_____

b. _____

_____

_____

c. _____

_____

_____

6. Match chemical relaxer products on the right to their correct descriptions.

_____a. Caustic type product that softens and causes a swelling action on the hair, breaking the cross-bonds in the cortex and causing the hair to straighten with the action of the comb and/or hands

_____b. Product which softens and relaxes over-curly hair by releasing the cross-bonds in the cortex by combing or using the hands to straighten the hair strands

_____c. Product which stops action of any chemical remaining in hair after the rinsing step and re-forms and rehardens cystine cross-bonds into a new form

_____d. Lanolin or cholesterol type product applied to scalp and hair after neutralization and is then rinsed out

_____e. Product applied to scalp and hair after neutralization and prior to styling the hair and is left on the hair to serve as a setting lotion

_____f. Protein product used on overporous or slightly damaged hair to even out the porosity of the hair and is used prior to the relaxer treatment

_____g. Protective cream used to protect the scalp from the chemical agents in the relaxer prior to relaxer treatment

1. Neutralizer
2. Sodium hydroxide
3. Cream conditioner
4. Conditioner filler
5. Base
6. Ammonium thioglycolate
7. Protein conditioner

7. List the two methods for applying chemical relaxer to the hair.

a. _____

b. _____

8. List six implements used for chemical relaxing.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

9. Arrange in proper order the following steps in taking a strand test by writing the correct number in the blank provided.

_____a. Remove the relaxer with a dry cotton pledget

_____b. Thread a small section of hair through the hole

_____c. Test for results

_____d. Apply relaxer to the hair

_____e. Cut a hole in the center of a piece of wax paper or aluminum foil

_____f. Allow the relaxer to remain on the hair for two or three minutes

10. Select from the following list safety precautions to observe during the chemical relaxing process by placing an "X" in the blanks next to the correct statements.

_____a. Avoid applying a sodium hydroxide relaxer over a thio type relaxer

_____b. Apply a thio relaxer over a sodium hydroxide relaxer

_____c. Avoid using a strong relaxer on fine or wooly hair to prevent breakage

_____d. Wear protective gloves

_____e. Test the action of the relaxer frequently to determine how quickly curl is being removed

_____f. Use a mild shampoo and hot water to shampoo hair

_____g. Avoid vigorous scalp manipulations

_____h. Avoid brushing scalp before using chemical relaxer

_____i. Place the relaxer on the hair shaft and rub the relaxer into the hair

_____j. Avoid using hot irons on chemically relaxed hair

_____k. Apply conditioner to hair and scalp before setting the hair

_____l. Avoid giving a chemical relaxer treatment if abrasions are present on the scalp

11. Arrange in order the following steps for applying a chemical relaxer by writing the correct numbers in the blanks provided.

_____a. Inspect chemical action, while spreading the relaxer on the hair, to see how fast the natural curl is being removed

_____b. Shampoo hair gently using a mild shampoo

_____c. Section hair into four or five sections

_____d. Apply a neutralizer to entire head, beginning at nape and working forward

_____e. Apply relaxer to hair strand about 12.7 mm (one-half inch) from the scalp to within 12.7 mm (one-half inch) from the ends, using comb or finger method

_____f. Style hair

_____g. Rinse neutralizer from hair if using a sodium hydroxide chemical; leave neutralizer on hair if using a thio chemical

_____h. Complete record card

_____i. Towel blot hair

_____j. Rinse relaxer from hair after desired straightening has taken place

_____k. Apply base cream if needed

_____l. Apply conditioner

_____m. Drape patron

_____n. Towel dry the hair

12. Arrange in order the following steps for a relaxer retouch by writing the correct numbers in the blanks provided. (Steps are continued on following page.)

_____a. Complete record card

_____b. Towel blot hair

_____c. Inspect chemical action

_____d. Shampoo hair gently

_____e. Apply conditioner

_____f. Section hair into four or five sections

_____g. Rinse neutralizer from hair

_____h. Apply base cream if needed

_____i. Style hair

_____j. Apply neutralizer to new growth

_____k. Rinse relaxer from hair after desired straightening has taken place

_____l. Apply relaxer to new growth only, using comb or finger method and laying the relaxer on the new hair

13. Arrange in order the following steps for a chemical blow-out by writing the correct number in the blanks provided.

_____a. Comb blow-out cream through the hair using a lifting motion

_____b. Shampoo the hair

_____c. Spread blow-out relaxer over entire head

_____d. Apply conditioner

_____e. Apply base cream if needed

_____f. Dry hair thoroughly while brushing, combing, or lifting the hair with a pick

_____g. Rinse the hair using a long stream of warm water

_____h. Apply neutralizer

_____i. Towel dry hair

_____j. Complete record card

14. Complete the chemical relaxer card on the following page by writing the correct items in the proper locations.

Melody Shanna of 111 Valley Drive, Midwest City, rushed into the Central City Beauty Salon on June 16. She explained that this was her anniversary and she wanted to have a different hairstyle--something special. She had always worn her medium textured hair in its natural form, which is wavy.

You asked if she had ever tinted or lightened her hair and she replied no. Her hair seemed to be in excellent condition. Her scalp and hair were thoroughly analyzed and no abrasions were found. The elasticity was good and the porosity appeared to be normal. Melody stated that she had never chemically treated her hair nor had she pressed it using irons.

You and Melody decided to use a no-base thio relaxer following the predisposition test and the application of a conditioner to the scalp. The relaxer was left on the hair for approximately 10 minutes and then neutralized.

The completed style looked great and Ms. Shanna was ready to celebrate her anniversary. The receptionist took Melody Shanna's phone number so that she could call her whenever the salon had any special beauty services to offer. Melody gladly gave her phone number, 555-1111, because she planned to return to the Central City Salon for many services.

15. Determine the proper chemical relaxer and procedure to follow when given a specific situation.

16. Demonstrate the ability to:

    a. Section hair for a chemical relaxer.

    b. Straighten hair using a thio chemical relaxer.

    c. Straighten hair using a sodium hydroxide (caustic) relaxer.

    (NOTE: If activities 15 and 16 have not been accomplished prior to the test, ask the instructor when they should be completed.)

CHEMICAL RELAXING
UNIT XV

ANSWERS TO TEST

1.

a.	7	k.	5	u.	28
b.	4	l.	13	v.	29
c.	6	m.	12	w.	27
d.	11	n.	26	x.	23
e.	9	o.	14	y.	17
f.	3	p.	20	z.	25
g.	10	q.	16	aa.	15
h.	1	r.	19	bb.	18
i.	8	s.	22	cc.	24
j.	2	t.	21		

2. a. Texture
   b. Density

3. a. Porosity
   b. Elasticity

4. a. Medulla
   b. Cortex
   c. Cuticle

5. Description should include:
   a. Cuticle--Outer, transparent layer which protects the hair shaft and allows the color to show through
   b. Cortex--Middle or inner layer which contains the color pigment and gives strength or elasticity to the hair shaft
   c. Medulla--Innermost layer which is usually absent in fine or very fine hair and whose function is unknown

6. a. 2
   b. 6
   c. 1
   d. 3
   e. 7
   f. 4
   g. 5

7. a. Comb method
   b. Finger method

8. Any six of the following:
   a. Shampoo cape
   b. Gloves
   c. Combs (large and small)
   d. Spatula
   e. Timer
   f. Clips
   g. Cotton
   h. Neck strip
   i. Towels

9. a. 5
   b. 2
   c. 6
   d. 3
   e. 1
   f. 4

10. a, c, d, e, g, h, j, k, l

11. a. 7
    b. 2
    c. 5
    d. 9
    e. 6
    f. 13
    g. 10
    h. 14
    i. 11
    j. 8
    k. 4
    l. 12
    m. 1
    n. 3

12. a. 12
    b. 9
    c. 4
    d. 6
    e. 10
    f. 1
    g. 8
    h. 2
    i. 11
    j. 7
    k. 5
    l. 3

13. a. 3
    b. 5
    c. 2
    d. 8
    e. 1
    f. 9
    g. 4
    h. 6
    i. 7
    j. 10

14. Evaluated to thes satisfaction of the instructor

15. Evaluated to the satisfaction of the instructor

16. Performance skills evaluated to the satisfaction of the instructor

HAIR COLORING
UNIT XVI

UNIT OBJECTIVE

After completion of this unit, the student should be able to analyze the hair and determine which color procedure to use to achieve the desired effect. The student should also be able to identify the correct products for coloring, conditioning, tint-backs, and lash and brow tints. The student should be able to color hair by the temporary, semi-permanent, and permanent methods. This knowledge will be evidenced by completion of the assignment sheet, job sheets, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with hair coloring to the correct definitions.
2. Discuss hair structure as it relates to hair coloring.
3. List types of hair coloring products.
4. Match hair coloring products to the general coloring characteristics.
5. Arrange in order the steps in performing a predisposition test.
6. List the primary and secondary colors.
7. Distinguish between warm and cool colors.
8. Distinguish between single application and double application services.
9. Distinguish between shades and stages of hair coloring.
10. Describe nonprofessional hair color products.
11. Distinguish between henna and soap cap.
12. List different methods to apply color fillers.
13. Discuss pre-softening the hair.
14. Describe the effect of oxidation in hair coloring.
15. Select from a list information included on a hair color chart.
16. List hair care products used after coloring.

17. Select from a list corrective measures for hair color problems.

18. List information necessary for completing a record card.

19. List safety precautions to observe during hair coloring.

20. Correct hair color problems.

21. Demonstrate the ability to:

    a. Apply a virgin tint darker than natural hair color.

    b. Apply a tint retouch.

    c. Apply color for lighter shade (single application).

    d. Apply instant temporary color.

    e. Apply semi-permanent color.

    f. Apply henna color treatment.

    g. Tint lashes and brows.

    h. Apply filler and color for a tint-back to natural color.

HAIR COLORING
UNIT XVI

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information, assignment, and job sheets.

C. Discuss unit and specific objectives.

D. Introduce unit by explaining the terminology provided on the information sheet.

E. Discuss information and assignment sheets.

F. Discuss and demonstrate procedures outlined in job sheets.

G. Demonstrate color mixtures using oil paints to show colors that can be made by mixing.

H. Apply various colors on hair strands to demonstrate color changes that can be made.

Example: Apply temporary, semi-permanent, and permanent color to strands from same head of hair to show what changes can or cannot be made.

(NOTE: Save strands of hair from haircuts for this demonstration.)

I. Provide pictures and samples of various hair colors.

J. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment Sheet #1--Correct Hair Color Problems

D. Answers to assignment sheet

E. Job sheets

1. Job Sheet #1--Apply a Virgin Tint Darker than Natural Hair Color

2. Job Sheet #2--Apply a Tint Retouch

3. Job Sheet #3--Apply Color for Lighter Shade (Single Application)

4. Job Sheet #4--Apply Instant Temporary Color

5. Job Sheet #5--Apply Semi-Permanent Color

6. Job Sheet #6--Apply Henna Color Treatment

7. Job Sheet #7--Tint Lashes and Brows

8. Job Sheet #8--Apply Filler and Color for a Tint-Back to Natural Color

F. Test

G. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

B. Dalton, John. *The Professional Cosmetologist*. St. Paul, Minnesota: West Publishing Co., 1976.

C. Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York: Milady Publishing Corp., 1972.

IV. Additional materials--*Clairol Professional Encyclopedia of Haircoloring and Hair Care*. Rev. ed. Stanford, Connecticut. 1969.

HAIR COLORING
UNIT XVI

INFORMATION SHEET

I. Terms and definitions

A. Hair tint (dye, color)--Any preparation that deposits color on or in the hair

B. Melanin (MEL-a-nin)--Number and color of particles contained in the cortex

C. Pigment (PIG-ment)--Substance in cortex that makes color appear as it does

D. Henna--Temporary vegetable or organic dye that colors the hair red, brown, black, or blonde

E. Progressive dye (pro-GRES-sive)--Hair dye that coats the cuticle and builds up the color with repeated applications, making the hair darker

F. Azo dye (A-zo)--Synthetic type dye used in hair color products

G. Hypersensitive (hy-per-SEN-si-tive)--Abnormal reaction to a product

H. Predisposition test (PRE-dis-po-si-tion)--Test for an allergic reaction or hypersensitivity to a product; patch test

I. Sulfur (SUL-fur)--Element contained in semi-permanent hair color which enables color pigment to partially penetrate the cortex

J. Ammonium thioglycolate (am-MO-ni-um thi-o-GLY-co-late)--Chemical, which is sometimes found in semi-permanent hair coloring, that enables the dye to partially penetrate the cortex

K. Para phenylene diamine (Para PHEN-y-lene DI-a-mine)--Synthetic organic compound derived from coal tar which gives color to hair dye

L. Oxidation (ox-i-DA-tion)--Process of combining oxygen with other substance(s)

Example: Hydrogen peroxide, when mixed with an aniline hair color, deposits color into cortex

M. pH scale--Measure of acidity or alkalinity of a product; potential hydrogen

N. Developer--Chemical that provides oxygen to fix the color during the coloring process

Example: 20-volume hydrogen peroxide is a developer for aniline hair dye

INFORMATION SHEET

O. Line of demarcation--Distinct line of darker or lighter color in the hair caused by overlapping of tint onto previously tinted hair

P. Acid--Substance that measures from 0.1 to 6.0 on the pH scale; neutralizes alkalines

Q. Alkaline (AL-ka-line)--Substance that measures from 8.0 to 14.0 on the pH scale

(NOTE: Most products capable of penetrating the hair shaft are alkaline.)

R. Certified color--Commercial coloring product which temporarily coats the hair shaft

S. Self-penetrating--Product capable of penetrating the hair slightly without the aid of a developer

T. Cuticle--Outer protective layer of the hair shaft

U. Cortex (COR-tex)--Inner layer of hair shaft containing color pigment

V. Imbrications (im-BRI-ca-tions)--Overlapping cuticle layers on hair shaft

W. Drabber--Concentrated color that has a blue or violet base which neutralizes red or gold tones in the hair

X. Camomile (CAM-o-mile)--Vegetable dye that colors the hair blonde

Y. Aniline derivative (AN-i-line)--Coal tar substance used in making hair color

Z. Color grabbing--Hair color takes a darker shade than normal, usually at the hair ends, due to overporous hair; color should be removed with color remover

AA. Filler--Product used to equalize porosity, build color on damaged hair, or make an even color possible

BB. Tint-back--Procedure used to tint (dye) lightened hair back to a color near the natural shade by using a filler and the desired color

(NOTE: A predisposition test and a strand test should always accompany a tint-back.)

INFORMATION SHEET

II. Hair structure as it relates to hair coloring

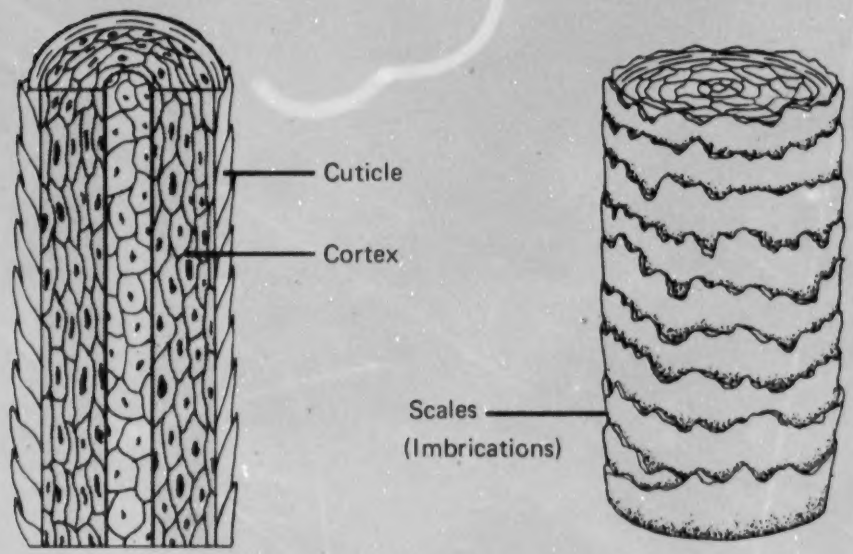
A. Cuticle--Outer protective layer that allows hair color to show through

(NOTE: This layer must be softened sufficiently enough to allow aniline coloring products to penetrate the cortex.)

B. Cortex--Inner layer which contains the natural hair color (color pigment; melanin)

(NOTE: The hair color depends mainly on the amount of granule or diffused color pigment in the cortex.)

C. Imbrications--Outer, overlapping cuticle layers which must be softened in order for the color to penetrate



III. Hair coloring products

A. Temporary color

(NOTE: Temporary colors coat the hair shaft. They affect only the cuticle layer of hair and have no lasting effect on natural hair color. They are removed with the first shampoo. Temporary colors usually contain water, azo dyes, herbs, and vegetable coloring and are acid-balanced.)

Examples: Color rinses, highlighting shampoos, hair crayons, color sprays, mascara

INFORMATION SHEET

B. Semi-permanent color

(NOTE: This is a self-penetrating color which does not require a peroxide developer and which usually lasts from three to six weeks without changing the hair structure. It contains sulfur and ammonium thioglycolate which enables the color to partially penetrate the cortex. **Semi-permanent color requires a predisposition test.** The sulfur and ammonium thioglycolate raise the pH range of a semi-permanent color to about a seven or nine. The alkalinity causes the cuticle layers to swell so that some of the coloring pigment can enter the cortex. The pigments attach themselves to the keratin on the cuticle and to some of the bonds in the cortex, leaving the cuticle stained and the cortex partially colored and producing the color which shampoos out after about six weeks or four to six shampoos.)

C. Permanent color

(NOTE: This type of hair color permanently penetrates the cuticle of the hair shaft and deposits color in the cortex. It contains a chemical called para phenylene diamine and is an aniline derivative product which works by a process called *oxidation* and must be mixed with an oxidizer or developer to work. Permanent colors may also be called *para dyes, penetrating tints, synthetic tints, oxidizing permanent hair colors*, or *oxidation tints.*)

Examples: Coating tints, penetrating tints

D. Developer

(NOTE: This product is used to develop or oxidize penetrating tints and has a pH value between 3.5 and 4.0.)

Example: 20-volume hydrogen peroxide

IV. Hair coloring products and their general coloring characteristics

A. Temporary colors

1. Color rinse--Is applied to towel-dried clean hair and is a ready-to-use product that highlights or darkens the hair and can be mixed with any other temporary rinse to form a specialized color

(NOTE: Temporary colors are especially effective on gray hair to cover a small amount of gray or to remove the yellow tinge from gray hair.)

2. Highlighting shampoo--Combines action of a temporary rinse with a shampoo and adds highlights to hair

(NOTE: Some highlighting shampoos contain certified color and some contain a bleaching agent.)

INFORMATION SHEET

3. Hair crayon--Retouches new hair growth area between retouches and is a wax-based stick which rubs off easily

(NOTE: Remove hair crayon thoroughly before applying permanent color to the hair.)

4. Color spray--Produces special effects with gold or silver tones applied from an aerosol can or with a small brush

5. Mascara--Adds color to eyelashes

(NOTE: Mascara comes in liquid, cake, or cream form.)

B. Lash and brow tint--Is applied on lashes and eyebrows and lasts from three to six weeks

C. Permanent color

1. Coating tint--Deposits color on cuticle layer only; requires hair to be reconditioned before giving a tint, lightener, or permanent wave

(NOTE: A coating tint is not used professionally but should be recognized because it may be used at home.)

2. Penetrating tint--Penetrates cuticle and deposits color in hair shaft which gives a more natural appearing color and may be tinted or permanent-waved; requires a predisposition test 24 hours prior to the service

(NOTE: The para phenylene diamine dye bases have small molecules that pass through the imbrications of the cuticle and go into the cortex where they combine with oxygen from the 20-volume hydrogen peroxide to make large molecules of dye that become too large to pass back through and are held there permanently.)

D. 20-volume hydrogen peroxide--Oxidizes aniline tints and comes in clear liquid or cream form

(NOTE: Twenty-volume peroxide is accepted for hair coloring. Anything lower will not oxidize the color and anything higher may damage the hair.)

V. Steps in performing a predisposition test

(NOTE: A predisposition test is sometimes called a *PD test, patch test*, or an *allergy test*. It is given to prevent reactions to hair coloring products and is required by law.)

A. Fill out record card by stating when test was given, where PD test was applied, brand of color being used, and formula of color

(NOTE: A PD test must be given 24 hours prior to hair color treatment. The mixture for the PD test should be the same brand, shade, and formula that will be used later. Use a darker shade if exact color to be used has not been determined.)

INFORMATION SHEET

B. Drape patron

C. Wash a small area on the inner fold of elbow or behind the ear using soap and water

D. Pat dry with cotton pledget

E. Prepare test formula

F. Apply test formula to area about the size of a quarter, using a cotton-tipped swab

G. Wait 24 hours

H. Examine area for reaction or hypersensitivity

(NOTE: If any burning, itching, swelling, or other abnormal reaction occurs, do not proceed with hair color service.)

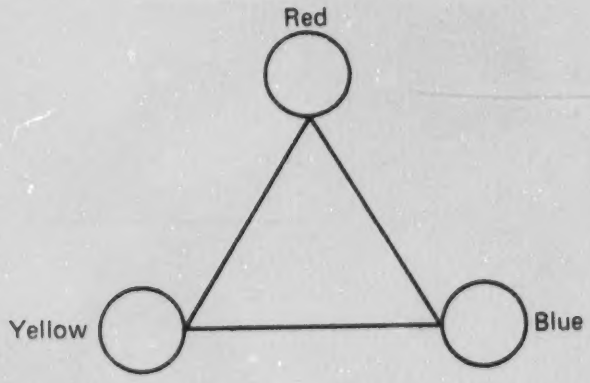
I. Complete record card

(NOTE: A PD test may be given using another brand if patron is found to be allergic to one brand.)

VI. Primary and secondary colors

A. Primary colors

1. Red
2. Blue
3. Yellow

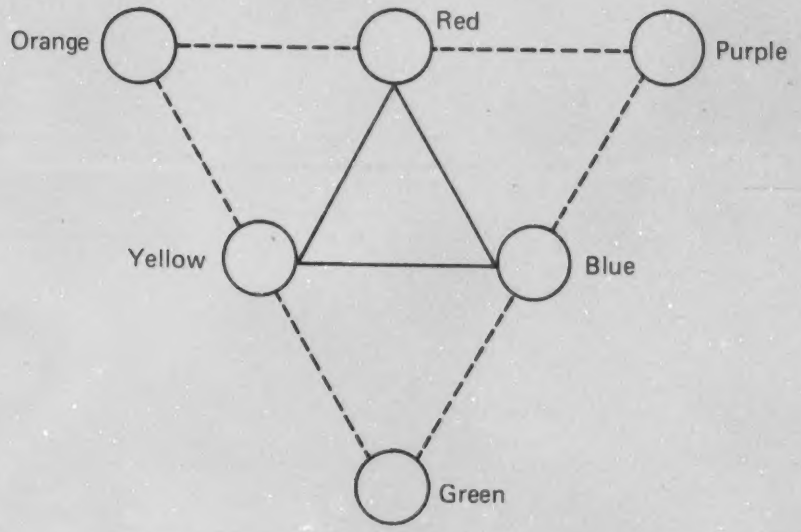


(NOTE: All other colors are made from the primary colors.)

INFORMATION SHEET

B. Secondary colors

1. Orange (red + yellow)
2. Purple (blue + red)
3. Green (blue + yellow)



(NOTE: The intermixing of these colors can make an infinite number of colors.)

VII. Warm and cool colors

(NOTE: *Warm* and *cool* refer to the tonal value of a color. *Depth* refers to the lightness or darkness of a color.)

A. Warm--Colors containing yellow-red pigment which produce red or gold highlights on the hair

Examples: Yellow, gold, orange, red, brown

(NOTE: When referring to dark, warm brown hair, *dark brown* is the depth and *warm* is the tonal value because it contains red.)

B. Cool--Ash tones or colors that do not add yellow or red highlights to the hair; absence of red

Examples: Ash, silver, platinum, smoke, steel gray

(NOTE: When referring to light, ash brown hair, *light brown* is the depth, *ash* is the tonal value because it contains no red.)

INFORMATION SHEET

VIII. Single application and double application services

A. Single application--Penetrating tint achieves desired effects using one process at a time; tint lightens and deposits color at same time

B. Double application--Tint or toner is applied after hair has been pre-softened or prelightened

Examples: Pre-softening prior to a tint when hair is not receptive to the tint; prelightening and toning the hair for a drastic color change

IX. Shades and stages of hair coloring

A. Shades--Varying degrees of one hair color

Example: There may be as many as five to seven different shades of color from black to brown

(NOTE: When discussing the lifting action of hair coloring products, the term *shade* is often used.)

B. Stages--Complete color changes in the hair

Examples: Black, brown, red, red gold, gold, yellow, pale yellow (almost white)

(NOTE: The hair pigment contains both pigment granules and the diffused pigment, which is spread generously throughout the cortex. Diffused pigment presents the greatest problem in hair coloring because it is the most difficult to remove.)

X. Nonprofessional hair color products

A. Vegetable dye--Coating or stain deposited on hair shaft which affects only the cuticle layers and does not change the hair structure

Example: Henna, indigo, camomile, sage, and wood extracts

(NOTE: Color from vegetable dye may build up on hair shaft and require removal. Aniline tints and permanent waves may be used over a vegetable dye.)

B. Metallic dye--Progressive type dye which is manufactured from metallic salts and which may contain silver, lead, or copper that forms a metallic coating on the hair shaft

(CAUTION: Metallic dyes should be removed before performing any professional services requiring hair structure change such as an aniline tint or permanent wave because hair breakage may result. Metallic dyes may fade into a peculiar shade.)

INFORMATION SHEET

C. Compound dye--Combination vegetable dye and metallic salts which coat the hair shaft and deposit a thick coating which is considered progressive

Example: Compound henna

(CAUTION: Avoid permanent waving, tinting, or lightening over a compound dye because breakage may result.)

XI. Henna and soap cap

A. Henna--Vegetable or organic dye made from vegetables and herbs which coats the cuticle layers of the hair shaft

(NOTE: Some dyes are considered progressive types because several applications may be needed to achieve desired color and no retouching is necessary. Hair may be permanent-waved or straightened immediately following a henna treatment. Henna colors are usually red shades or red browns, black, blonde or neutral. Camomile colors the hair in the blonde ranges.)

B. Soap cap--Mixture of aniline derivative tint, developer, and shampoo which gives highlights, tones in faded areas, blends in gray slightly, lightens the hair somewhat, and is a good introduction to hair coloring; requires a predisposition test

(NOTE: Soap caps may be purchased pre-mixed or in a form which must be prepared by the cosmetologist.)

XII. Applying color fillers

A. Applying tint or toner with filler--Mix filler with tint just prior to application to the ends of the hair shaft to correct mild degree of overporosity

B. Filler used prior to tint or toner application

(NOTE: This procedure is used when hair is extremely porous.)

1. Pre-mixed filler

a. Apply filler to problem area for a required period of time

(NOTE: Follow manufacturer's directions.)

b. Comb filler through entire hair shaft for a period of two to five minutes

c. Rinse and dry hair under cool dryer

d. Apply tint or toner in usual manner

INFORMATION SHEET

2. Tint as filler

   a. Mix equal parts tint and water to use as filler

   b. Apply filler to hair

   c. Comb filler through hair

   d. Dry hair under dryer

   e. Apply tint or toner over the filler

   (NOTE: Tints and toners may be used as color fillers by mixing with water instead of a developer. Specially formulated fillers may also be used.)

XIII. Pre-softening the hair--Mild lightener or light-colored tint mixture is applied to resistant gray hair to make hair more receptive to a tint and to allow the tint to penetrate into the cortical (cortex) layer of the hair

(NOTE: Some types of dark hair may be resistant to color. However, most aniline colors now have built-in softeners which enable the color to penetrate without pre-softening.)

XIV. Effect of oxidation in hair coloring

(NOTE: Oxidation is the process of combining oxygen and a substance. The substance that supplied [gave up] the oxygen is called the *oxidizer* or *oxidizing agent*. The substance receiving the oxygen is said to have been oxidized.)

Example: 20-volume hydrogen peroxide is called the oxidizer

A. The reaction time or time it takes the color to oxidize after having been mixed with a developer is from two to forty-five minutes

B. The oxidation begins as soon as the products are mixed and therefore each must be kept separate until ready for use

XV. Information included on a hair color chart

(NOTE: All hair colors contained on a color chart are shown over a white base. This information is important to remember when selecting a color for a patron. For example, hair that is already brown will appear darker than the color chart color after a tint because the hair was darker before the tint.)

A. Color number for ordering and stockkeeping purposes

B. Color name for identification

C. Descriptive name, which tells the color each shade will produce on white hair

INFORMATION SHEET

D. Tonal classification, which indicates whether shade has warm or cool tones (drab, ash, red, or gold)

E. Lightening action, which tells the degree of lightening action in each color

XVI. Hair care products used after hair coloring

A. Conditioner--Protein substance which restores some acidity and normality to the hair

B. Instant conditioner--Vegetable oil substance, usually acid, which coats rather than penetrates the hair shaft

C. Cream protein conditioner--Animal or vegetable protein which penetrates the cuticle and may be acid or alkaline

(NOTE: Nucleic acids, vitamins, and some new shampoos have been introduced recently which may also condition hair.)

D. Normalizing cream--Vegetable protein that aids in restoring natural oils and sheen to over-processed hair and neutralizes alkalines

XVII. Corrective measures for hair color problems

A. When a patron having natural colored hair (not gray) wishes to lighten the hair, select a tint that is one or two shades lighter, depending on the amount of lightening action of the tint

B. A patron having gray hair may have a lighter color by selecting a color from the color chart that is lighter than the patron's hair

(NOTE: The color on the color chart should be fairly accurate because the gray hair is near the white color of the base used for the chart color. However, some gray hair may be resistant and will require pre-softening.)

C. Gray hair must be prelightened to obtain the needed porosity before a toner will be accepted even though the patron's hair may be nearly white

D. Colors opposite each other on the color wheel will neutralize each other

Example: A patron having too much ash color may neutralize this by adding the same depth of red color which is the opposite color on the color wheel

E. When tinting hair to a darker shade, select a color darker than the hair

F. Lightening hair with color requires determining patron's natural color (depth and tone), how much lightening is desired, and the color formula to be used to lighten hair several shades

INFORMATION SHEET

G. Color closest to patron's natural hair color should be selected to match the natural color and cover gray hair

H. The lighter the tint color is, the more lightening action it will produce on the hair

I. Lightening a natural shade and covering gray hair at the same time requires a lighter shade color, but one containing enough color to produce the desired shade on gray and sufficient lightening action to lighten the dark pigment in the natural hair

(NOTE: When hair is gray, two factors influence the final color-- difference in pigmentation and the amount of gray present.)

J. Colors lighten in shades only; therefore, you cannot expect dark hair to lighten to a blonde tone using a light tint

Example: A color that lightens seven shades placed on medium brown hair will produce a light to medium brown shade with red highlights

K. Ash or cool colors may produce a red tone, when lightening hair with color, due to large amounts of red pigment in the hair

(NOTE: When a drabber is used to tone down the red tones, the color may appear slightly darker.)

L. Drabbers may be applied to hair containing too much red or gold

M. Avoid a line of demarcation; do not overlap the tint onto hair that has already been tinted

N. Color build-up or a color that has grabbed can be removed by using a premixed color remover following manufacturer's directions or by using a mixture of an oil lightener and developer

XVIII. Record card

(NOTE: Tape "before" and "after" hair samples on the 5 x 7 or 3 x 5 record card.)

A. Patron's name

B. Patron's address and phone number

C. Date

D. Description of patron's hair

E. Type of service to be given

F. Predisposition test information

INFORMATION SHEET

G. Exact formula, brand, and color timing

H. Results and any changes needed

I. Patron's comments or your own comments

Example:

Sharron Stone 616 Central 555-3302
Oct. 27, 19--
Natural Color - good condition - no previous treatments.
Tint - darker than natural shade negative predisposition test.
2oz. Dark Brown - 2oz. developer
Applied to entire head - 25 min. X-BRAND
Good Color ~~Results~~
Patron was pleased
Color added red highlights to hair.
Was flattering to patron.

XIX. Safety precautions to observe during hair coloring

A. Avoid applying any hair color to a patron having scalp eruptions or abrasions

B. Avoid brushing hair before hair coloring procedure

C. Protect patron's clothing

D. Keep all products out of patron's eyes

E. Keep a complete record

F. Give a predisposition test 24 hours prior to using an aniline tint

G. Give strand test for color and breakage

H. Avoid using too hot water when removing the hair coloring product

INFORMATION SHEET

I. Wear protective gloves when applying hair color

J. Open bottles away from yourself

K. Use fresh materials and measure them carefully

L. Read manufacturer's directions

M. Store hair color products in a dry, cool area

N. Discard unused mixture that has been mixed with a developer

O. Do not apply hair color product over hair containing a metallic or compound dye

P. Do not use an aniline tint on eyelashes or eyebrows because blindness may result

Q. Wash hands before and after each patron

HAIR COLORING
UNIT XVI

ASSIGNMENT SHEET #1--CORRECT HAIR COLOR PROBLEMS

Hair coloring is one of the most common services offered in the beauty salon today. Nearly one out of every three persons in the United States uses some form of color on her/his hair. The fact that hair coloring is a repeat service makes it a valuable part of the cosmetology profession.

Correctly state the problem and the measures needed to correct the problem.

1. A patron having a warm brown hair color wishes to lighten her hair about five to seven shades and she would like to omit as much red and gold highlights from her hair as possible. You select a shade of hair color that is cool and will lighten approximately seven shades and apply it to the patron's hair using the correct procedures. After the entire process is completed, you note on the record card that too many red and gold tones remain in the patron's hair color. The patron also feels that there is still too much red and gold. You carefully explain what has happened and how you will correct the problem.

   a. Problem--_____

   _____

   _____

   b. Solution--_____

   _____

   _____

2. A patron having natural medium brown and gray hair (salt and pepper) would like his hair to be an even, dark blonde shade. After selecting the color and applying it according to manufacturer's directions, you find that the gray hair developed to the desired color, but the medium brown hair has only lightened to a light brown shade leaving the hair two-toned. You carefully explain what has happened and how you will correct the problem.

   a. Problem--_____

   _____

   _____

   b. Solution--_____

   _____

   _____

HAIR COLORING
UNIT XVI

ANSWERS TO ASSIGNMENT SHEET

1. a. Problem--An over-abundance of red pigment was contained in the natural head of hair

   b. Solution--Apply a drabber using the soap cap method; apply to entire head, check for drabbing desired, rinse, and shampoo

2. a. Problem--Color selection was incorrect; it had enough color pigment to color gray, but not enough lightening action to lighten the medium brown

   b. Solution--Select next color on color chart having more lightening action and in the same tonal value

HAIR COLORING
UNIT XVI

JOB SHEET #1--APPLY A VIRGIN TINT DARKER THAN NATURAL HAIR COLOR

I. Implements and equipment

A. Towels

B. Shampoo cape

C. Neck strip

D. Protective gloves

E. Comb

F. Clips

G. Applicator bottle (brush or swab may be used)

(NOTE: If brush or swab is used, mix formula in a glass or plastic dish.)

H. Timer

I. Record card

J. Cotton pledgets

II. Materials

A. Mild shampoo

B. Color

(NOTE: Color formula may require more than one color.)

C. 20-volume hydrogen peroxide

III. Procedure

(NOTE: A predisposition test should be given 24 hours prior to application of a tint.)

A. Wash hands

B. Drape patron

(NOTE: Proper draping is important to avoid getting color on patron's clothing.)

JOB SHEET #1

C. Check for predisposition test reaction and for abrasions on the scalp

(NOTE: Omit shampoo unless absolutely necessary. Color must be applied on dry hair.)

D. Give a strand test to determine color and timing

(NOTE: Strand test may be given off the head and at the same time as the predisposition test.)

1. Mix small amount of desired color
2. Clip all hair securely away from one small strand under the hair
3. Place color on strand; begin timing
4. Rinse and dry
5. Check for desired color

E. Prepare tint formula

F. Put on protective gloves

G. Section hair into four equal sections (Figure 1)

1. Part hair down the center from front hairline to nape hairline, dividing head into halves
2. Part across head from top of ear to top of ear, dividing head into fourths

FIGURE 1

JOB SHEET #1

H. Outline parts in each area as you tint it

I. Begin tint at darkest, most resistant areas of the head

(NOTE: You will usually begin at the back of the head.)

J. Section 6.35 mm (1/4 inch) strand at top of section near the crown

K. Hold strand straight up from head between index and middle finger

L. Apply tint directly onto scalp

M. Push tint as far as possible up the strand of hair in one movement

N. Lay strand gently over top of head

O. Continue making 6.35 mm (1/4 inch) partings until entire section is completed

P. Pull all tinted hair back gently in a downward position

Q. Begin at top of section on opposite side in back of head

R. Complete entire back before proceeding to front

S. Begin at top of head and work toward ear and hairline area making 6.35 mm (1/4 inch) partings

T. Complete entire head, making sure that hairline is sufficiently covered

(NOTE: Always go back through sections to check for missed spots.)

U. Work color immediately through to ends

(NOTE: A large-toothed comb may be used to completely saturate hair.)

(CAUTION: If ends of hair are porous, avoid placing tint on ends to prevent color grabbing.)

V. Set timer

W. Check strand for desired color

(NOTE: When color is half the desired shade, apply to ends if they have been omitted.)

X. Rinse hair thoroughly with lukewarm water

JOB SHEET #1

Y. Remove tint stains on skin using a cotton pledget and cold water

(NOTE: Tint on tint will remove tint stains.)

Z. Shampoo hair

AA. Style as usual

BB. Fill out record card

CC. Clean work area, sanitize implements, and discard any leftover mixed tint

HAIR COLORING
UNIT XVI

JOB SHEET #2--APPLY A TINT RETOUCH

I. Implements and equipment

A. Towels

B. Shampoo cape

C. Neck strip

D. Protective gloves

E. Comb

F. Clips

G. Applicator bottle (brush or swab may be used)

(NOTE: If brush or swab is used, mix formula in a glass or plastic dish.)

H. Timer

I. Record card

J. Cotton pledgets

II. Materials

A. Mild shampoo

B. Color

(NOTE: Color formula may require two or more colors.)

C. 20-volume hydrogen peroxide

III. Procedure

(NOTE: A predisposition test is required 24 hours prior to application of a tint.)

A. Wash hands

B. Drape patron

(NOTE: Proper draping is important to avoid getting color on patron's clothing.)

JOB SHEET #2

C. Check for predisposition test reaction and for abrasions on the scalp

(NOTE: Omit shampoo unless absolutely necessary. Color must be applied to dry hair.)

D. Strand test (if necessary)

E. Prepare tint formula

(NOTE: Use previous record card as guide.)

F. Put on protective gloves

G. Section hair into four equal sections

H. Outline parts in each area as you tint

I. Begin tint at darkest, most resistant area of the head

(NOTE: You will usually begin at the back.)

J. Section 6.35 mm (1/4 inch) strand at top of section near crown

K. Hold strand straight up from head between index and middle finger

L. Apply tint directly onto scalp

M. Push tint up to new growth, being careful not to overlap onto previously tinted hair and causing a line of demarcation

(NOTE: By leaving tint about 1.51 mm [1/16 inch] from the previously tinted hair, there will be enough room for the tint to expand, due to body heat, without overlapping.)

N. Lay strand gently over top of head

O. Continue procedure on entire head, being sure that only new growth is covered

P. Set timer

Q. Check for desired color frequently

R. Blend remaining color through the rest of the hair after desired color has developed on scalp

(NOTE: If end color has not faded much, dilute remaining tint with shampoo before application to hair ends.)

S. Leave until desired color has developed

(NOTE: Color will usually develop on the rest of the hair strand in five to ten minutes.)

JOB SHEET #2

T. Rinse thoroughly

U. Remove stains from skin using a cotton pledget and cold water

V. Shampoo hair with mild shampoo

W. Set hair as usual

X. Fill out record card

Y. Clean work area, sanitize implements, and discard any leftover mixed formula

HAIR COLORING
UNIT XVI

JOB SHEET #3--APPLY COLOR FOR LIGHTER SHADE (SINGLE APPLICATION)

I. Implements and equipment

A. Towels

B. Shampoo cape

C. Neck strip

D. Protective gloves

E. Comb

F. Clips

G. Applicator bottle (brush or swab may be used)

(NOTE: If brush or swab is used, mix formula in a glass or plastic dish.)

H. Timer

I. Record card

J. Cotton pledgets

II. Materials

A. Mild shampoo

B. Color

(NOTE: Color formula may require more than one color.)

C. 20-volume hydrogen peroxide

III. Procedure

(NOTE: A predisposition test should be given 24 hours prior to application of a tint.)

A. Wash hands

B. Drape patron

(NOTE: Proper draping is important to insure against color getting on patron's clothing.)

JOB SHEET #3

C. Check patron's scalp for predisposition test reaction and abrasions on the scalp

(NOTE: Omit shampoo unless absolutely necessary. Color must be applied to dry hair.)

D. Strand test to determine color and timing

E. Prepare tint formula

F. Put on protective gloves

G. Section hair into four equal sections (Figure 1)

FIGURE 1

H. Begin tint at darkest, most resistant area of the head

(NOTE: Usually, you will begin at the back.)

I. Section 3.175 to 6.35 mm (1/8 to 1/4 inch) strand of hair at top section, near the crown

J. Pick up strand with free hand and hold away from scalp

K. Apply tint 25.4 mm (one inch) away from scalp out to ends of strand, omitting ends if they are overporous

(NOTE: Lightener application should begin away from scalp because body heat near the scalp will cause tint near the scalp to lighten hair more rapidly.)

L. Complete entire back of head before proceeding to front

M. Complete front sections in same manner as back

N. Set timer

JOB SHEET #3

O. Recheck head for missed spots

P. Strand test hair for color development

Q. Apply tint to root area when strand test shows hair has lightened to about one-half of the desired shade

(NOTE: Apply color to the ends if they have been omitted.)

R. Leave tint on hair until a desired, even shade has been reached

S. Rinse the hair with lukewarm water

T. Remove stains from skin using cotton piedget and cold water

U. Shampoo hair with mild shampoo

V. Style hair as usual

W. Complete record card

X. Clean work area, sanitize implements, and discard any leftover mixed formula

HAIR COLORING
UNIT XVI

JOB SHEET #4 APPLY INSTANT TEMPORARY COLOR

I. Implements and equipment

A. Towels

B. Shampoo cape

C. Neck strip

D. Protective gloves

E. Comb

F. Applicator bottle

G. Record card

H. Cotton pledgets

II. Materials

A. Shampoo

B. Color rinse

(NOTE: Two or more colors may be mixed to prepare a special formula.)

III. Procedure

A. Wash hands

B. Drape patron

C. Shampoo patron's hair

D. Towel dry hair thoroughly

E. Remove tangles

F. Prepare approximately 56.7 grams (2 ounces) of temporary formula in applicator bottle

G. Put on protective gloves

H. Begin at front hairline

I. Pour small amount of temporary color onto front hairline scalp and work through with free hand

JOB SHEET #4

J. Continue application across front and sides of head back to crown

K. Comb temporary color through to the hair ends

L. Check for missed areas and reapply color if needed

(NOTE: Rinse should not drip from head.)

M. Remove any temporary rinse from skin, using cotton pledget and cold water

N. Style hair as usual

(NOTE: Setting lotions may remove some of the rinse.)

O. Clean work area and sanitize implements

P. Pour unused rinse back into container unless mixed; label container and store

HAIR COLORING
UNIT XVI

JOB SHEET #5--APPLY SEMI-PERMANENT COLOR

I. Implements and equipment

A. Towels

B. Shampoo cape

C. Neck strip

D. Protective gloves

E. Comb

F. Application bottle

G. Timer

H. Record card

I. Cotton pledgets

J. Plastic cap

(NOTE: Read manufacturer's directions for use of plastic cap.)

II. Materials

A. Mild shampoo

B. Semi-permanent color

III. Procedure

(NOTE: A predisposition test is required 24 hours prior to a semi- permanent hair color.)

A. Wash hands

B. Drape patron

(NOTE: Proper draping is important to avoid getting color on patron's clothing.)

C. Check for predisposition test results and for scalp abrasions

D. Strand test to determine color and timing

E. Shampoo hair with mild shampoo

JOB SHEET #5

F. Dry under medium heat dryer

(NOTE: Some products may not require a pre-shampoo. Always read manufacturer's directions.)

G. Put on protective gloves

H. Apply color, beginning at grayest area on head, and completely saturate entire head

(NOTE: Pre-sectioning is not needed.)

I. Comb color through ends for even distribution

J. Place plastic cap over saturated head if manufacturer's directions call for a cap

K. Set timer

L. Strand test frequently

M. Rinse hair thoroughly until lukewarm water runs clear to set color

N. Remove stains with cotton pledget and cold water

O. Style hair as usual

P. Complete record card

Q. Clean work area, sanitize implements, and discard unused material

HAIR COLORING
UNIT XVI

JOB SHEET #6--APPLY HENNA COLOR TREATMENT

I. Implements and equipment

- A. Towels
- B. Shampoo cape
- C. Neck strip
- D. Protective gloves
- E. Comb
- F. Applicator bottle
- G. Timer
- H. Record card
- I. Cotton pledgets

II. Materials

- A. Mild shampoo
- B. Henna color

III. Procedure

- A. Wash hands
- B. Drape patron

  (NOTE: Proper draping is important to avoid getting color on the patron's clothes.)

- C. Check for scalp abrasions
- D. Mix formula

  (NOTE: Use the hottest tap water when mixing henna.)

- E. Put on protective gloves
- F. Strand test
- G. Apply henna formula to dry hair

  (NOTE: No preshampooing is necessary.)

JOB SHEET #6

H. Apply henna formula to entire head beginning at most resistant area

I. Saturate head thoroughly

(NOTE: Mixture may be combed through ends for even blending.)

J. Set timer

K. Allow to set for 45 to 50 minutes if needed

L. Strand test frequently

M. Rinse thoroughly after desired color is achieved

N. Shampoo hair with mild shampoo

O. Fill out record card

P. Style hair as usual

Q. Clean work area, sanitize implements, and discard leftover formula

HAIR COLORING
UNIT XVI

JOB SHEET #7--TINT LASHES AND BROWS

I. Implements and equipment

A. Towels

B. Shampoo cape

C. Neck strip

D. Protective gloves (if needed)

E. Timer

F. Record card

G. Cotton-tipped swabs

(NOTE: Toothpicks wrapped in cotton make the best lash and brow tint applicators.)

H. Eye shields

I. Petroleum jelly

(NOTE: Any heavy, greasy cream will be sufficient.)

J. Spatula

(NOTE: Always use a spatula to remove creams from jars.)

K. Cotton pledgets

II. Materials

A. Shampoo

B. Lash and brow tint (solutions #1 and #2)

(NOTE: Brown tint may be used on the eyebrows and a black tint used on the lashes; however, do not mix the #1 solution.)

C. Stain remover

III. Procedure

(NOTE: This process is accomplished by using two solutions. Some brands may vary. Always follow manufacturer's directions.)

A. Wash hands

B. Drape patron

JOB SHEET #7

C. Cleanse all makeup from lashes and brows

(NOTE: Any makeup left on lash and brows will prevent tint from taking.)

D. Use a small cotton-tipped stick to apply petroleum jelly around entire areas to be tinted avoiding direct contact with lash and brow hair

(NOTE: This procedure will eliminate color stain in delicate areas of the eye region.)

E. Apply eye shields under lower lashes of both eyes (Figure 1)

FIGURE 1

(CAUTION: Patron must keep eyes closed throughout entire procedure from this point to avoid getting lash and brow tint into eyes.)

F. Apply solution #1 (pre-softener) to lashes first and then to eyebrows

(NOTE: Brush only the hairs of the brows; skin should not be tinted.)

G. Allow solution #1 to dry (approximately three minutes)

(CAUTION: Recap each bottle immediately after use so that caps will not get mixed and oxidize each solution. Dip each cotton-tipped stick into solution only one time and then discard. Use clean cotton-tipped stick each time.)

H. Begin application of solution #2 (color) to lashes first and then eyebrows

I. Allow color to develop until desired color is reached (usually five minutes)

JOB SHEET #7

J. Remove solution #2 (color) from eyebrows and then from lashes, using cotton pledget and mild shampoo

(NOTE: This procedure will keep the eyebrow color from overdeveloping.)

K. Remove eye shields and cleanse area around eyes with cotton pledgets and lukewarm water to remove petroleum jelly

L. Apply stain remover if needed

(CAUTION: Rub skin in one direction gently using cotton-tipped stick for stain removal.)

M. Check lashes and brows for desired color

(NOTE: Some very pale colored lashes and brows may require a second application.)

N. Clean work area, sanitize implements, discard used cotton-tipped sticks

(NOTE: Color should last from three to five weeks, depending on amount of cosmetics and cleansing lotions used; the more cosmetics and cleansing lotions that are used, the more quickly the tint will be removed.)

HAIR COLORING
UNIT XVI

JOB SHEET #8--APPLY FILLER AND COLOR FOR A TINT-BACK TO NATURAL COLOR

I. Implements and equipment

A. Towels

B. Shampoo cape

C. Neck strip

D. Protective gloves

E. Comb

F. Clips

G. Applicator bottles (brush or swab may be used)

(NOTE: If brush or swab is used, mix formula in glass or plastic dish.)

H. Timer

I. Record card

J. Cotton pledgets

II. Materials

A. Mild shampoo

B. Desired color

(NOTE: Color selection may be two shades lighter than desired due to porosity of the hair.)

C. Filler

III. Procedure

(NOTE: A predisposition test must be given 24 hours prior to application of a tint.)

A. Wash hands

B. Drape patron

(NOTE: Proper draping is important to avoid getting color on patron's clothing.)

JOB SHEET #8

C. Check for predisposition test results and for scalp abrasions

(NOTE: Omit shampoo unless absolutely necessary. Color must be applied to dry hair.)

D. Strand test hair to determine color and porosity

E. Section hair into four equal sections

F. Put on protective gloves

G. Apply filler to the bleached portions of the hair only

(NOTE: Use prepared filler or mix your own using color containing some red or gold and hot water.)

H. Allow filler to dry under medium dryer and rinse only if directed by manufacturer

I. Re-section hair into four equal sections

J. Mix tint formula

K. Section hair into 6.35 mm (1/4 inch) sections beginning at most resistant area

L. Apply tint to hair containing the filler; do not overlap onto new growth

M. Complete entire head

N. Recheck head for missed spots

O. Set timer

P. Strand test frequently

Q. Leave tint on ends until new growth is matched

(NOTE: If new growth is still a different color, blend tint color on scalp for a few minutes until desired color is reached.)

R. Rinse hair with lukewarm water

S. Shampoo hair using mild shampoo

T. Remove stains from skin using cotton pledget and cold water

U. Style hair as usual

V. Complete record card

W. Clean work area, sanitize implements, and discard all leftover mixed formulas

HAIR COLORING
UNIT XVI

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions. (Answers to "a" through "l" are on this page.)

_____a. Any preparation that deposits color on or in the hair

_____b. Number and color of particles contained in the cortex

_____c. Substance in cortex that makes color appear as it does

_____d. Temporary vegetable or organic dye that colors the hair red, brown, black, or blonde

_____e. Hair dye that coats the cuticle and builds up the color with repeated applications, making the hair darker

_____f. Synthetic type dye used in hair color products

_____g. Test for an allergic reaction or hypersensitivity to a product; patch test

_____h. Abnormal reaction to a product

_____i. Element contained in semi-permanent hair color which enables color pigment to partially penetrate the cortex

_____j. Chemical, which is sometimes found in semi-permanent hair coloring, that enables the dye to partially penetrate the cortex

_____k. Synthetic organic compound derived from coal tar which gives color to hair dye

_____l. Process of combining oxygen with other substance(s)

1. Sulfur
2. Predisposition test
3. Azo dye
4. Hypersensitive
5. Pigment
6. Ammonium thioglycolate
7. Hair tint (dye, color)
8. Henna
9. Melanin
10. Progressive dye
11. Oxidation
12. Para phenylene diamine

_____m. Measure of acidity or alkalinity of a product; potential hydrogen

_____n. Chemical that provides oxygen to fix the color during the coloring process

_____o. Distinct line of darker or lighter color in the hair caused by overlapping of tint onto previously tinted hair

_____p. Substance that measures from 0.1 to 6.0 on the pH scale; neutralizes alkalines

_____q. Substance that measures from 8.0 to 14.0 on the pH scale

_____r. Commercial coloring product which temporarily coats the hair shaft

_____s. Product capable of penetrating the hair slightly without the aid of a developer

_____t. Outer protective layer of the hair shaft

_____u. Inner layer of hair shaft containing color pigment

_____v. Overlapping cuticle layers on hair shaft

_____w. Concentrated color that has a blue or violet base which neutralizes red or gold tones in the hair

_____x. Vegetable dye that colors the hair blonde

_____y. Coal tar substance used in making hair color

_____z. Hair color takes a darker shade than normal, usually at the hair ends, due to overporous hair; color should be removed with color remover

____aa. Product used to equalize porosity, build color on damaged hair, or make an even color possible

____bb. Procedure used to tint (dye) lightened hair back to a color near the natural shade by using a filler and the desired color

13. Alkaline
14. Aniline derivative
15. Acid
16. Imbrications
17. Color grabbing
18. Line of demarcation
19. Cuticle
20. Camomile
21. Cortex
22. Developer
23. Self-penetrating
24. Drabber
25. pH scale
26. Filler
27. Certified color
28. Tint-back

2. Discuss hair structure as it relates to hair coloring.

   a. Cuticle--

   _____

   _____

   b. Cortex--

   _____

   _____

   c. Imbrications--

   _____

   _____

3. List four types of hair coloring products.

   a. _____

   b. _____

   c. _____

   d. _____

4. Match the hair coloring products on the right to the correct characteristics.

   _____a. Is applied to towel-dried clean hair and is a ready-to-use product that highlights or darkens the hair and can be mixed with any other temporary rinse to form a specialized color

   _____b. Combines action of a temporary rinse with a shampoo and adds highlights to hair

   _____c. Retouches new hair growth area between retouches and is a wax-based stick which rubs off easily

   _____d. Produces special effects with applied gold or silver tones from an aerosol can or with a small brush

   1. Hair crayon
   2. Mascara
   3. Highlighting shampoo
   4. Color spray
   5. Color rinse
   6. Coating tint
   7. Lash and brow tint
   8. 20-volume hydrogen peroxide
   9. Penetrating tint

_____e. Adds color to eyelashes

_____f. Is applied on lashes and eyebrows and lasts from three to six weeks

_____g. Deposits color on cuticle layer only; requires hair to be reconditioned before giving a tint, lightener, or permanent wave

_____h. Penetrates cuticle and deposits color in hair shaft which gives a more natural appearing color and may be tinted or permanent-waved; requires a predisposition test 24 hours prior to the service

_____i. Oxidizes aniline tints and comes in clear liquid or cream form

5. Arrange in order the steps in performing a predisposition test.

_____a. Drape patron

_____b. Wash a small area on the inner fold of elbow or behind the ear using soap and water

_____c. Fill out record card by stating when test was given, where PD test was applied, brand of color being used, and formula of color

_____d. Wait 24 hours

_____e. Prepare test formula

_____f. Examine area for reaction or hypersensitivity

_____g. Apply test formula to area about the size of a quarter, using a cotton-tipped swab

_____h. Complete record card

_____i. Pat dry with cotton pledget

6. List the primary and secondary colors.

a. Primary colors

1) _____

2) _____

3) _____

b. Secondary colors

1) _____

2) _____

3) _____

7. Distinguish between *warm* and *cool* colors by writing the correct term in the blank provided.

_____a. Ash tones or colors that do not add yellow or red highlights to the hair; absence of red

_____b. Colors containing yellow-red pigment which produce red or gold highlights on the hair

8. Distinguish between *single* and *double* application services by writing the correct term in the blank provided.

_____a. Tint or toner is applied after hair has been pre-softened or prelightened

_____b. Penetrating tint achieves desired effects using one process at a time; tint lightens and deposits color at same time

9. Distinguish between *shades* and *stages* of hair coloring by writing the correct term in the blank provided.

_____a. Varying degrees of one hair color

_____b. Complete color changes in the hair

10. Match the types of nonprofessional hair color products to their correct descriptions.

_____a. Combination vegetable dye and metallic salts which coat the hair shaft and deposit a thick coating which is considered progressive

_____b. Coating or stain deposited on hair shaft which affects only the cuticle layers and does not change the hair structure

_____c. Progressive type dye which is manufactured from metallic salts and which may contain silver, lead, or copper that forms a metallic coating on the hair shaft

1. Vegetable dye
2. Metallic dye
3. Compound dye

11. Distinguish between *henna* and *soap cap* by writing the correct term in the blank provided.

_____a. Mixture of aniline derivative tint, developer, and shampoo which gives highlights, tones in faded areas, blends in gray slightly, lightens the hair somewhat, and is a good introduction to hair coloring; requires a predisposition test

_____b. Vegetable or organic dye made from vegetables and herbs which coats the cuticle layers of the hair shaft

12. List three methods to apply the following color fillers.

a. Applying tint or toner with filler

_____

_____

_____

_____

_____

b. Filler used prior to tint or toner application on extremely porous hair

1) Pre-mixed filler

a) _____

b) _____

c) _____

d) _____

2) Tint as filler

a) _____

b) _____

c) _____

d) _____

e) _____

13. Discuss in a short paragraph pre-softening the hair.

14. Describe in writing the effects of oxidation in hair coloring.

15. Select from the following list information included on a hair color chart by placing an "X" in the correct blanks.

_____a. Arrangement of colors on color chart according to the type of developer required

_____b. Color number for ordering and stockkeeping purposes

_____c. Color name for identification

_____d. All hair colors contained on color chart as shown over an ash base

_____e. Descriptive name, which tells the color each shade will produce on white hair

_____f. Warm and cool classifications

_____g. Tonal classification, which indicates whether shade has warm or cool tones

_____h. Lightening action, which tells the degree of lightening action in each color

16. Match the hair care products on the right to their correct use after hair coloring.

_____a. Protein substance which restores some acidity and normality to the hair

_____b. Vegetable oil substance, usually acid, which coats rather than penetrates the hair shaft

_____c. Animal or vegetable protein which penetrates the cuticle and may be acid or alkaline

_____d. Vegetable protein that aids in restoring natural oils and sheen to over-processed hair and neutralizes alkalines

1. Instant conditioner
2. Normalizing cream
3. Conditioner
4. Cream protein conditioner

17. Select from the following list corrective measures for hair color problems by placing an "X" in the blanks next to the proper corrective measures.

_____a. When a patron having natural colored hair (not gray) wishes to lighten the hair, select a tint that is one or two shades lighter, depending on the amount of lightening action of the tint

_____b. Gray hair must be prelightened to obtain the needed porosity before a toner will be accepted even though the patron's hair may be nearly white

_____c. Drabbers produce red or gold tones in the hair during the tinting procedure

_____d. When tinting hair to a darker shade, select a color darker than the hair

_____e. The lighter the tint color is, the more lightening action it will produce on the hair

_____f. Ash or cool colors may produce a red tone, when lightening hair with color, due to large amounts of red pigment in the hair

_____g. Neutralize an ash or cool tone by using a blue-based product with the same depth of color

_____h. A patron having gray hair may have a lighter color by selecting a color from the color chart that is lighter than the patron's hair

_____i. Colors opposite each other on the color wheel will neutralize each other

_____j. Color closest to patron's natural hair color should be selected to match the natural color and cover gray hair

_____k. Colors lighten in shades only; therefore, you cannot expect dark hair to lighten to a blonde tone using a light tint

_____l. Avoid a line of demarcation; do not overlap the tint onto hair that has already been tinted

_____m. A dark brown tint will turn the same color on brown hair as it will on dark blonde hair

_____n. Color build-up or a color that has grabbed may be removed by using a premixed color remover following manufacturer's directions or by using a mixture of an oil lightener and developer

18. List the information necessary to complete a record card.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

19. Select from the following list safety precautions to observe during hair coloring by placing an "X" in the correct blanks.

_____a. Proceed with color service if predisposition test is positive

_____b. Avoid applying any hair color to a patron having scalp eruptions or abrasions

_____c. Mix color product and developer (peroxide) several hours before use

_____d. Avoid brushing hair before hair coloring procedure

_____e. Keep all products out of patron's eyes

_____f. Give a predisposition test 24 hours prior to using an aniline tint

_____g. Give strand test for color and breakage

_____h. Use 20-volume hydrogen peroxide as a developer

_____i. Wear protective gloves when applying hair color

_____j. Do not apply hair color product over hair containing a metallic or compound dye

_____k. Do not use an aniline tint on eyelashes or eyebrows because blindness may result

_____l. Read manufacturer's directions

_____m. Rub skin vigorously with cotton and cold water to remove stains caused by hair color

_____n. Keep a complete record

20. Correct hair color problems.

21. Demonstrate the ability to:

a. Apply a virgin tint darker than natural hair color.

b. Apply a tint retouch.

c. Apply color for lighter shade (single application).

d. Apply instant temporary color.

e. Apply semi-permanent color.

f. Apply henna color treatment.

g. Tint lashes and brows.

h. Apply filler and color for a tint-back to natural color.

(NOTE: If activities 20 and 21 have not been accomplished prior to test, ask the instructor when they should be completed.)

HAIR COLORING
UNIT XVI

ANSWERS TO TEST

1.

a.	7	k.	12	u.	21
b.	9	l.	11	v.	16
c.	5	m.	25	w.	24
d.	8	n.	22	x.	20
e.	10	o.	18	y.	14
f.	3	p.	15	z.	17
g.	2	q.	13	aa.	26
h.	4	r.	27	bb.	28
i.	1	s.	23		
j.	6	t.	19		

2. Discussion should include:

   a. Cuticle--Outer protective layer that allows hair color to show through

   b. Cortex--Inner layer which contains the natural hair color (color pigment; melanin)

   c. Imbrications--Outer, overlapping cuticle layers which must be softened in order for the color to penetrate

3. a. Temporary color

   b. Semi-permanent color

   c. Permanent color

   d. Developer

4.

a.	5	d.	4	g.	6
b.	3	e.	2	h.	9
c.	1	f.	7	i.	8

5. a. 2
   b. 3
   c. 1
   d. 7
   e. 5
   f. 8
   g. 6
   h. 9
   i. 4

6. a. Primary colors
      1) Red
      2) Blue
      3) Yellow
   b. Secondary colors
      1) Orange
      2) Purple
      3) Green

7. a. Cool colors
   b. Warm colors

8. a. Double
   b. Single

9. a. Shades
   b. Stages

10. a. 3
    b. 1
    c. 2

11. a. Soap cap
    b. Henna

12. a. Applying tint or toner with filler--Mix filler with tint just prior to application to the ends of the hair shaft to correct mild degree of overporosity

    b. Filler used prior to tint or toner application on extremely porous hair

        1) Pre-mixed filler

            a) Apply filler to problem area for a required period of time

            b) Comb filler through entire hair shaft for a period of two to five minutes

            c) Rinse and dry hair under cool dryer

            d) Apply tint or toner in usual manner

        2) Tint as filler

            a) Mix equal parts tint and water to use as filler

            b) Apply filler to hair

            c) Comb filler through hair

            d) Dry hair under dryer

            e) Apply tint or toner over the filler

13. Discussion should include that a mild lightener or a light-colored tint mixture is applied to resistant gray hair to make hair more receptive to a tint and to allow the tint to penetrate into the cortical (cortex) layer of the hair

14. Description should include:

    a. The reaction time or time it takes the color to oxidize after having been mixed with developer is from two to forty-five minutes

    b. The oxidation begins as soon as the products are mixed and therefore each must be kept separate until ready for use

15. b, c, e, g, h

16. a. 3

    b. 1

    c. 4

    d. 2

17. a, b, d, e, f, h, i, j, k, l, n

18. a. Patron's name
    b. Patron's address and phone number
    c. Date
    d. Description of patron's hair
    e. Type of service to be given
    f. Predisposition test information
    g. Exact formula, brand, and color timing
    h. Results and any changes needed
    i. Patron's comments or your own comments

19. b, d, e, f, g, i, j, k, l, n

20. Evaluated to satisfaction of instructor

21. Performance skills evaluated to satisfaction of instructor

LIGHTENING AND TONING
UNIT XVII

UNIT OBJECTIVE

After completion of this unit, the student should be able to create special effects with lightening products and analyze problem areas and prescribe the correct procedure. The student should also be able to demonstrate the ability to lighten hair and select and apply toners. This knowledge will be evidenced by completion of assignment sheets, job sheets, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with lightening and toning to the correct definitions.
2. Match hair structures as they relate to lightening and toning to the correct descriptions.
3. Discuss hair porosity.
4. Match lightening and toning products to the general lightening characteristics.
5. List the stages of hair lightening.
6. Distinguish between shades and stages of hair coloring.
7. List primary and secondary colors.
8. Select from a list color rules to observe during lightening and toning.
9. Distinguish between warm and cool colors.
10. Discuss hydrogen peroxide as a developer for tints and lighteners.
11. Distinguish between a virgin lightener and a lightener retouch.
12. Select from a list the proper ways of selecting a toner color.
13. Discuss chemical composition of penetrating products used in lightening and toning.
14. Distinguish between color lifting and color grabbing.
15. Arrange in order the steps for giving a predisposition test.

16. Match nonprofessional hair coloring products to the correct characteristics.

17. List steps to applying color fillers.

18. Match the types of artificial lighting to the effects they have on the hair.

19. Match facial shapes to the correct frosting procedures to use to create the illusion of an ideal oval face.

20. Select from a list corrective measures for hair lightening problems.

21. Describe products used in the care of hair after lightening and toning.

22. Arrange in order the steps to giving a preliminary strand test.

23. Select from a list safety precautions to observe during the lightening and toning procedure.

24. Prescribe corrective measures for specific hair coloring problems.

25. Demonstrate the ability to:

    a. Give a virgin lightener (bleach).

    b. Give a lightener retouch.

    c. Apply a toner.

    d. Frost hair.

    e. Streak hair.

LIGHTENING AND TONING
UNIT XVII

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

F. Discuss information and assignment sheets.

G. Discuss and demonstrate procedures outlined in the job sheets.

H. Use oil paints or water colors to show various colors formed when mixing primary and secondary colors.

I. Demonstrate various color changes on hair strands:

1. Save small strands of hair from haircuts and tack to a board.

   (NOTE: Use different colors and types of hair for demonstration if possible.)

2. Apply various hair color products to strands to demonstrate different reactions on each.

J. Discuss and demonstrate various color charts.

K. Discuss profits of repeat color business.

L. Show Clairol color filmstrips.

M. Award certificates to those viewing all films and successfully completing the unit.

N. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency master: TM 1--Stages of Hair Lightening

D. Assignment Sheet #1--Prescribe Corrective Measures for Specific Hair Coloring Problems

E. Answers to assignment sheet

F. Job sheets

1. Job Sheet #1--Give a Virgin Lightener (Bleach)

2. Job Sheet #2--Give a Lightener Retouch

3. Job Sheet #3--Apply a Toner

4. Job Sheet #4--Frost Hair

5. Job Sheet #5--Streak Hair

G. Test

H. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

B. Barrett, Dean. *The Van Dean Manual: Professional Techniques for Cosmetologists.* rev. ed. Bronx, New York: Milady Publishing Corp., 1974.

C. Dalton, John. *The Professional Cosmetologist.* St. Paul, Minnesota: West Publishing Co., 1976.

IV. Additional materials--*Clairol Professional Encyclopedia of Hair Coloring and Hair Care.* rev. ed. Stanford, Connecticut, 1969.

LIGHTENING AND TONING
UNIT XVII

INFORMATION SHEET

I. Terms and definitions

A. Buffer--Chemical agent which aids in maintaining the pH value of a product

B. Oxidize (OX-i-dize)--To change a compound by adding oxygen

C. Developer--Substance used to develop or oxidize a tint; usually hydrogen peroxide

D. Neutral (neutralize)--Neither acid nor alkaline; having little or no decided color

E. Compound--Separate elements used in combination with each other

F. Hasten--To speed up or hurry

G. Resistant--Not easily penetrated

Example: Hair that will not take a permanent wave curl or accept a tint is resistant

H. Receptive--Able or inclined to accept

Example: Porous hair is readily receptive to a tint

I. Depth--Refers to how light or how dark hair is colored

Example: Blonde, brown, black

J. Tone--Refers to warm or cool highlights of hair due to amount of pigment

Example: Warm brown, ash blonde

K. Dye molecule (MOL-e-cule)--Color tone or tint added to product to produce various shades

L. Progressive (pro-GRES-sive)--Increasing in extent

Example: Some metallic hair dyes are called *progressive* because several applications of color must be made to achieve desired shade

M. pH scale--Measurement for acidity or alkalinity of a product

N. Demarcation (de-MAR-ca-tion)--Definite division or line between two colors

INFORMATION SHEET

O. Color filler--Substance which equalizes hair porosity, builds color on damaged hair, and makes an even color possible

P. Pre-lightening--Removal of color pigment from cortex so that new, lighter shade may be deposited

(NOTE: Pre-lightening is usually accomplished with a cream type lightener.)

II. Hair structure as it relates to lightening and toning

A. Cuticle--Outer protective layer that allows hair color to show through and must be softened sufficiently enough to allow lightening and toning materials to penetrate the cortex

B. Cortex--Layer which contains the natural hair color (color pigment; melanin) that is removed by the lightening action and replaced with the color of the toner

(NOTE: The hair color depends mainly on the amount of granule or diffused color pigment in the cortex.)

C. Imbrications--Outer, overlapping cuticle layers which must be softened to allow aniline colors to enter into cortex

III. Hair porosity

A. Porosity determines how fast the hair can absorb a liquid

B. Hair must reach a certain degree of porosity for a toner to take and hold sufficiently

IV. Types of lightening and toning products and their general characteristics

(NOTE: The terms *lightening* and *bleaching* may be used interchangeably.)

A. Oil lightener--Mild lightener which lightens hair only slightly; may be used to brighten hair color; may be mixed with a temporary color; and, if neutral or noncolored, may be used as a presoftener or as an additive to a tint formula to aid in lightening using a single application service

B. Cream lightener--Thick consistency lightener that is easy to control on the scalp, usually contains a buffer or conditioner and a drabber, and comes in several strengths for on-scalp and off-scalp lightening

C. Powder lightener (quick lightener)--Fast-drying powder which forms a paste when mixed with 20-volume hydrogen peroxide and is generally used for off-scalp lightening for such services as frosts, streaks, framing, or virgin bleaching

INFORMATION SHEET

D. Accelerator--Oxygen-releasing fine type powder which hastens the lightening time when added to oil or cream lighteners

(CAUTION: Accelerators come in varying sizes and may be called boosters, proteinators, or accelerators and have been especially compounded to be used with the particular lightener being used. Use from one to three accelerators, depending on natural hair color and lightening desired.)

E. Semi-permanent toner--Self-penetrating color which lasts two to four weeks and is not used with a developer

F. Permanent toner--Delicate color used with a developer that penetrates into the hair shaft and deposits a color on hair that is porous and properly prelightened

(NOTE: Color charts show the degree of lightening needed for each toner; never lighten the hair more than is necessary.)

V. Stages of hair lightening (Transparency 1)

A. Black

B. Brown

C. Red

D. Red-gold

E. Gold

F. Yellow

G. Pale yellow (almost white)

VI. Shades and stages of hair coloring

A. Shades--Varying degrees of one hair color

Example: There may be as many as five to seven different shades of color from black to brown

(NOTE: When discussing the lifting action of hair coloring products, the term *shade* is often used.)

B. Stages--Complete color changes in the hair

Examples: Black, brown, red, red-gold, gold, yellow, pale yellow (almost white)

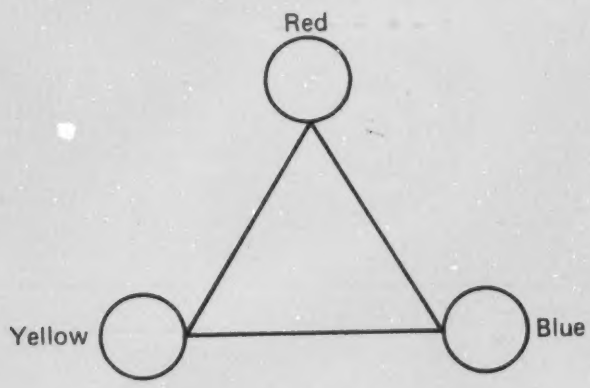
(NOTE: The hair pigment contains both pigment granules and the diffused pigment which is spread generously throughout the cortex. Diffused pigment presents the greatest problem in hair lightening because it is the most difficult to remove.)

INFORMATION SHEET

VII. Primary and secondary colors

A. Primary colors

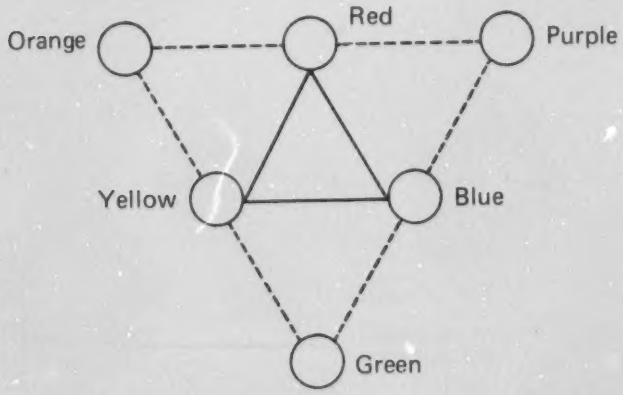
1. Red
2. Blue
3. Yellow



(NOTE: All colors are made from the primary colors.)

B. Secondary colors

1. Orange (red + yellow)
2. Purple (blue + red)
3. Green (blue + yellow)



(NOTE: Orange, purple, and green are secondary colors. The intermixing of those colors can make an infinite number of colors.)

INFORMATION SHEET

VIII. Color rules to observe during lightening and toning

A. When equal amounts of the primary colors are mixed, black (neutral) is formed; when equal amounts of white and a color are mixed, a half-shade is produced

Example: When mixing white and red, pink is formed

B. If all primary colors were half-colors and were all mixed together, gray (half-black)would appear

C. Colors that are opposite one another on the color wheel will neutralize each other

Example: If equal parts of red and green are mixed, a neutral color is produced; if equal parts of blue and orange are mixed, a neutral color develops; purple and yellow equally mixed produce a neutral color

D. When correcting color mistakes during toning, always refer to the primary colors (red, blue, and yellow) in determining corrective treatment

Examples: If the hair is a green shade, blue and yellow are present on the hair and the third primary color (red) is missing; add red color to neutralize green

Hair having a blue shade is missing two primary colors, yellow and red (orange); add orange to neutralize the blue shade

Hair having a yellow color needs the other two primary colors, red and blue (purple) to neutralize the yellow shade

(NOTE: By remembering the primary colors, any color problem may be corrected.)

IX. Warm and cool colors

(NOTE: *Warm* and *cool* refer to the tonal value of a color; *depth* refers to the lightness or darkness of a color. When referring to dark, warm brown hair, dark brown is the depth and warm is the tonal value. When referring to light, ash brown hair, light brown is the depth and ash is the tonal value.)

A. Warm--Colors containing yellow-red pigment and which produce red or gold highlights on the hair

Examples: Yellow, gold, orange, red, brown

B. Cool--Ash tones or colors that do not add yellow or red highlights to the hair; absence of red

Examples: Ash, silver, platinum, smoke, steel gray

INFORMATION SHEET

X. 20% hydrogen peroxide as a developer for tints and lighteners--Develops or oxidizes tint by releasing oxygen which changes the para phenylene diamine in aniline tints into a compound capable of coloring the hair and releases oxygen to change chemicals in lighteners into compounds capable of lightening natural pigmented hair

(NOTE: Peroxide with a volume higher than 20 is usually drying and may damage the hair; peroxide with a volume lower than 20 is considered too weak to oxidize a tint or develop the lightener. Hydrogen peroxide contains a pH of about four. Store peroxide in a cool, dry place and discard any leftover mixture that has been mixed with 20-volume hydrogen peroxide. Oxygen present in the air may partially develop a tint in a bottle that has been opened and renders it ineffective for use on the hair.)

XI. Virgin lightener and a lightener retouch

A. Virgin lightener--Lightener applied to hair which has never been tinted or lightened

(NOTE: Procedure differs where applying products for this application.)

B. Lightener retouch--Lightener applied to new growth area at scalp on hair which has previously been lightened or tinted

(NOTE: Always explain to patrons who have never lightened or tinted their hair that new growth occurs and retouches are needed periodically.)

XII. Proper ways to select a toner color

(NOTE: Toner color selection should be determined before lightening procedure to determine how much lightening action is needed.)

A. Consider patron's age, complexion, and desired color when selecting toner color

B. Determine the patron's basic color

Examples: Blonde, red, brown

C. Determine the color depth

Examples: Light, medium, dark

D. Determine tonal value

Examples: Warm, ash

E. Determine lightener needed to achieve final desired color

F. Check color chart, noting that all colors on a color chart are shown over a white base

INFORMATION SHEET

XIII. Chemical composition of penetrating products used in hair lightening and toning

A. Aniline tint whose base contains a wetting agent, such as detergent, to aid in the tint penetration

B. Thickeners to prevent tint from running

C. Aniline derivative which provides the dye molecule

D. Color modifier

E. Buffering agent which is used to maintain the pH value

(NOTE: Aniline tints range from 8 to 11 on the pH scale. The pH is reduced when an aniline product is mixed with hydrogen peroxide.)

XIV. Color lifting and color grabbing

A. Lifting--Pre-softening and pre-lightening lift the cuticle layer of the hair to allow the color to reach the cortex; when lightening, the color is also removed from the cortex

B. Grabbing--Hair ends begin to get too porous and the tint takes darker on the ends than the rest of the hair shaft

(NOTE: The hair ends usually become overporous before the rest of the hair shaft; however, there are exceptions and other areas of the hair shaft may become porous first.)

XV. Predisposition test

(NOTE: A predisposition test is sometimes called a *PD test, patch test*, or *allergy test* and is given to prevent reactions to hair coloring products. It is required by law.)

A. Fill out record card stating when test was given, where PD test was applied, brand of color being used, and formula of color

(NOTE: A PD test must be given 24 hours prior to hair color treatment. The mixture for the PD test should be the same brand, shade, and formula that will be used later. Use a darker shade if exact color to be used has not been determined.)

B. Drape patron

C. Wash a small area on the inner fold of elbow or behind the ear using soap and water

D. Pat dry with cotton pledget

E. Prepare test formula

INFORMATION SHEET

F. Apply test formula to area about the size of a quarter using a cotton-tipped swab

G. Wait 24 hours

H. Examine test area for reaction or hypersensitivity

(NOTE: If any burning, itching, swelling, or any abnormal reaction occurs, do not proceed with hair color service.)

I. Complete record card

(NOTE: A PD test may be given using another brand if patron is found to be allergic to one brand.)

XVI. Characteristics of nonprofessional coloring products

A. Vegetable dye--Coating or stain deposited on hair shaft which affects only the cuticle layers and does not change the hair structure; however, color may build up on hair shaft and require removal

Example: Henna, indigo, camomile, sage, wood extracts

(NOTE: Aniline tints and permanent waves may be used over a vegetable dye.)

B. Metallic dye--Progressive type dye manufactured from metallic salts, which may contain silver, lead, or copper that form a metallic coating on the hair shaft and should never be used prior to an aniline tint or permanent wave service

(CAUTION: Metallic dyes should be removed before performing any professional services requiring hair structure change or hair breakage may result. Metallic dyes may fade into a peculiar shade.)

C. Compound dye--Combination vegetable dye and metallic salts which coat the hair shaft and deposit a thick coating; considered progressive

Example: Compound henna

(CAUTION: Avoid permanent waving, tinting, or lightening over a compound dye or breakage may result.)

XVII. Steps to applying color fillers

A. Tint or toner used with a filler--Mix filler and tint just prior to application to the ends of the hair shaft to correct mild degree of overporosity

B. Filler used prior to tint or toner application

(NOTE: This procedure is used when hair is extremely porous.)

INFORMATION SHEET

1. Premixed filler
   a. Apply filler to problem areas for a required period of time

      (NOTE: Follow manufacturer's directions.)

   b. Comb filler through entire hair shaft for a period of two to five minutes
   c. Rinse and dry hair under cool dryer
   d. Apply tint or toner in usual manner
2. Tint as filler
   a. Mix equal parts tint and water to use as filler
   b. Apply to hair
   c. Comb filler through hair
   d. Dry hair under dryer
   e. Apply tint or toner over the filler

(NOTE: Tints and toners may be used as color fillers by mixing with water instead of a developer or specially formulated fillers may be used.)

XVIII. Effects of artificial lighting on the hair

A. Ash color under a fluorescent light--Appears more drab and an ash blonde color may take on a greenish tone

B. Gold color under a fluorescent light--Appears more ash and will not appear bright

C. Red color under a fluorescent light--Appears less bright and more brown than red

D. Smoke color under a fluorescent light--Appears bluish, silver, and platinum; smoked colors may take on a greenish tone

E. Ash color under an incandescent light--Appears less drab and may take on a red or gold tone depending on intensity of the lighting because the bluish tone is neutralized

F. Gold color under an incandescent light--Appears brighter and intensified

G. Red color under an incandescent light--Appears brighter and intensified

H. Smoke color under incandescent light--Appears neutralized; silver and platinum colors take on a gray tone instead of a blue tone

INFORMATION SHEET

XIX. Frosting procedures to use for various facial shapes

(NOTE: Asymmetrical color concentration is needed to give illusion of an ideal oval face.)

A. Round

1. Frost hair heavily on top and sides
2. Frost very lightly above ears
3. Leave lower sides a natural color at front
4. Use lighter toner on top and top of sides
5. Use darker toner on lower portion of sides

B. Square

1. Frost hair heavily on top and sides
2. Frost very lightly above ears
3. Leave lower sides a natural color at front
4. Use lighter toner on top and top of sides
5. Use darker toner on lower portion of sides
6. Use slightly lower side parts

C. Diamond

1. Use lightest color at sides of forehead and lower sides of face
2. Use darker shade at cheekbone area
3. Use same toner in both areas

D. Triangle

1. Frost hair heavily at top and sides
2. Decrease frost at center sides until lower sides at front are natural color
3. Tone top and top of sides a light color
4. Tone center sides a darker shade

INFORMATION SHEET

E. Inverted triangle

1. Decrease the amount of frost gradually up to eyebrow line
2. Use lighter toners on bottom and middle sides at front
3. Apply darker toner to the top of the sides at the front

F. Oblong

1. Frost hair heavily at sides
2. Use little or no frosting on top of head
3. Lighten tips of bangs only
4. Use lighter toner on the sides
5. Apply darker toner on tips of bangs

XX. Corrective measures for hair lightening problems

A. Dry, overporous hair

(NOTE: This condition is due to overlightening. Colors do not hold or they may turn drab or peculiar shades.)

Example: Silver toner may turn the hair blue

1. Recondition
2. Cut porous ends
3. Use filler

B. Loss of elasticity

(NOTE: Hair feels gummy or mushy and breaks easily.)

1. Cut as much of the hair as possible
2. Treat as fragile while shampooing
3. Use cream conditioner
4. Avoid backcombing
5. Avoid any kind of heat

C. Toner is uneven or will not hold

1. Recondition
2. Reapply lightener
3. Apply filler

INFORMATION SHEET

D. Silver toner has greenish cast

(NOTE: The greenish cast is due to improper lightening of hair and improper selection of toner. When yellow and blue are mixed, green is formed.)

Example: Hair lightened to the yellow stage with a blue-based toner will make a green color; lightened hair may turn green or ash from a chlorinated swimming pool

1. Use a color remover formula

OR

2. Apply a red color the same depth as the green shade of the hair

a. Mix one part red color, one part 20-volume hydrogen peroxide, and two parts shampoo

b. Apply to green or ash areas only

(NOTE: Red and green neutralize each other.)

c. Check hair periodically to determine when green or ash shade has disappeared

(NOTE: Always be sure that corrective color is the same depth as problem color.)

XXI. Products used in the care of hair after lightening and toning

A. Conditioner--Protein substance which restores some acidity and normality to the hair

Examples: Cream conditioner, instant conditioner

(NOTE: An instant conditioner also adds bodifiers which may make some lightened hair too crisp.)

B. Normalizing cream--Substance which aids in restoring natural oils and sheen to over-porous hair

XXII. Steps to giving a preliminary strand test

(NOTE: A strand test aids in determining the correct formula and timing of the color.)

A. Shampoo hair only if it is extremely soiled from hair spray or excessive oil

(NOTE: If shampoo is needed, dry hair thoroughly before beginning test.)

B. Drape patron

INFORMATION SHEET

C. Mix small quantity of formula to be used

(NOTE: Follow manufacturer's directions.)

D. Apply mixture to a full strand of hair

E. Allow to develop

F. Wash strand with warm water and mild shampoo

G. Dry strand

H. Check for desired color

XXIII. Safety precautions to observe during the lightening and toning procedure

A. Protect patron's clothing, eyes, and skin

B. Give a predisposition test 24 hours prior to a service

C. Avoid using a lightener or toner if abrasions are present on scalp

D. Make strand test to avoid mistakes

E. Use 20-volume hydrogen peroxide

F. Read and follow manufacturer's directions

G. Store products in cool, dry area

H. Use plastic or glass containers when mixing formulas

(NOTE: Metal dishes will cause the hydrogen peroxide to oxidize too quickly.)

I. Avoid brushing before lightening and toning

INFORMATION SHEET

J. Shampoo hair well to remove lighteners and toners

(NOTE: Avoid preshampooing unless absolutely necessary.)

K. Rinse lightened hair with lukewarm water

L. Wear protective gloves

M. Use mild shampoo for lightened hair

N. Avoid use of toner on eyelashes and brows

O. Avoid rubbing skin to remove toner; blot with cotton and cold water

(NOTE: Tint on tint removes tint.)

P. Discard any leftover toner or lightener that has been mixed with 20-volume hydrogen peroxide (developer)

Q. Wait at least one week after a permanent wave or relaxer before lightening hair

R. Do not apply lightener or toner over any metallic or compound dyes

S. Recondition after lightening and toning

T. Dissolve accelerators thoroughly before adding lightener

U. Measure formula accurately

V. Wipe up spills immediately

W. Avoid lightening hair beyond stage necessary for toner

X. Avoid overlapping during lightener retouch

Y. Brush lightened hair with a natural bristled brush

Z. Complete a record card

AA. Wash hands before and after serving each patron

BB. Cap all bottles to avoid loss of strength

CC. Use 3.17 mm (1/8 inch) sections to apply lighteners to insure complete coverage

DD. Avoid letting lightener dry out

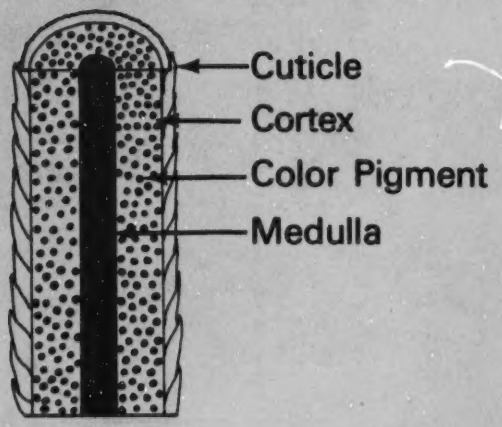
(NOTE: Most lighteners must remain moist to work.)

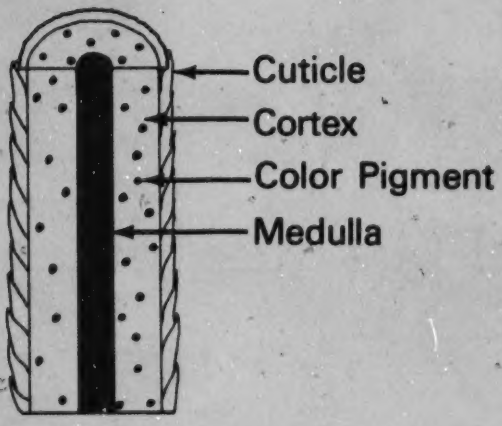
EE. Make frequent strand tests throughout procedure

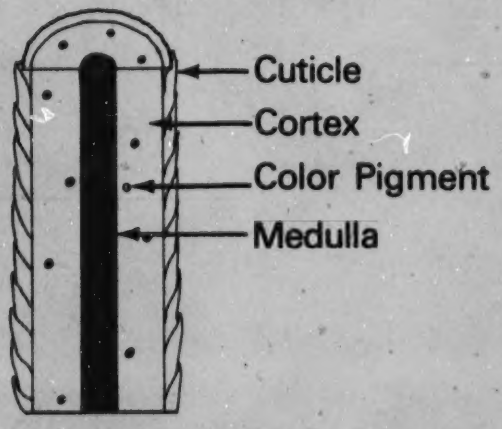
FF. Apply products carefully to avoid streaks or gold bands

Stages of Hair Lightening

Three of the Seven Stages in Lightening from Dark Hair to Almost White (Pale Yellow)







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TM 1

LIGHTENING AND TONING
UNIT XVII

ASSIGNMENT SHEET #1--PRESCRIBE CORRECTIVE MEASURES FOR SPECIFIC HAIR COLORING PROBLEMS

Color is an important part of our daily lives and of the cosmetology profession. Therefore, the cosmetologist must have a working knowledge of color theory.

Read each of the following problems and determine how to correct it. List the correct procedure on the lines provided below.

(NOTE: If there is more than one corrective measure, list both.)

1. The young patron rushed into the shop, almost in tears, and explained that her hair had turned green. After calming her down, you begin questioning her and find that her hair is lightened and she has been swimming in a pool that contained chlorinated water. After assuring her that the problem can be corrected, you do one or both of the following:

   a. _____

   b. _____

   _____

   _____

   _____

   _____

2. A woman comes into the salon and wants her hair lightened to a pale blonde shade. After a brief conversation, you determine her desired shade and begin the lightening process. Upon application of the lightening product, you learn that her hair has a dark tint. After removing the lightener, you determine that you cannot lift her color beyond an orange stage today and that conditioning treatments may be necessary before continuing the lightening process. What procedure would you use to determine which formula to use to neutralize the orange shade of the patron's hair until further lightening can be done?

   (NOTE: Always be sure you communicate with the patron before beginning any service.)

   _____

   _____

   _____

ASSIGNMENT SHEET #1

3. The summer sun and improper care have caused loss of elasticity in the patron's hair. He complains that his hair feels gummy and mushy and also that it breaks easily. Explain the professional advice you would give to the patron.

a. _____

b. _____

c. _____

d. _____

e. _____

LIGHTENING AND TONING
UNIT XVII

ANSWERS TO ASSIGNMENT SHEET

1. a. Apply color remover formula

   b. Apply red color the same depth as the green shade of hair by mixing one part red color, one part 20-volume hydrogen peroxide, and two parts shampoo to green areas; check periodically for removal of green shade

2. Determine her shade (orange) and determine which of the primary colors are missing to make a neutral color (orange is red and yellow, blue is missing); a blue-based color the same depth as the orange hair color should be used

3. a. Cut off as much of the hair as possible

   b. Treat as fragile while shampooing

   c. Use cream conditioner

   d. Avoid backcombing

   e. Avoid any kind of heat

LIGHTENING AND TONING
UNIT XVII

JOB SHEET #1--GIVE A VIRGIN LIGHTENER (BLEACH)

I. Implements and equipment

- A. Towels
- B. Shampoo cape
- C. Neck strip
- D. Applicator bottle
- E. Glass or plastic bowl
- F. Protective gloves
- G. Protective cream
- H. Cotton strips
- I. Timer
- J. Styling comb
- K. Applicator brush or swab (optional)
- L. Glass or plastic measuring cup
- M. Record card
- N. Spatula
- O. Clips

II. Materials

- A. Lighteners (on-scalp and off-scalp)
- B. 20-volume hydrogen peroxide
- C. Accelerators (1 to 3, depending on natural hair color and amount of lightening desired)
- D. Mild shampoo

JOB SHEET #1

III. Procedure

(NOTE: If a toner is to follow the prelightening, give a predisposition test 24 hours prior to the service. Before beginning procedure, explain to patron that retouches are required as well as conditioners. The patron should avoid the sun, extreme heat, and chlorinated water.)

A. Wash hands

B. Drape patron

C. Examine scalp for abrasions and examine PD test area for a reaction

D. Remove tangles

(CAUTION: Omit brushing the hair prior to a lightener to prevent irritation.)

E. Apply protective cream near hairline

(NOTE: Use spatula to remove cream from jar.)

F. Mix formula according to manufacturer's directions

(NOTE: Do not mix formula until ready for use.)

G. Part hair into four equal sections

1. Part hair into halves straight back from center of front hairline to nape hairline

2. Part hair into fourths by parting from top of ear to top of ear

(NOTE: Sections may be clipped to keep them in place.)

3. Place cotton strips over partings for protection (Figure 1)

FIGURE 1

JOB SHEET #1

H. Place protective gloves on hands

I. Begin application at the top of one of the back sections where the hair is usually the darkest

(NOTE: Some people prefer applying the lightener from a plastic or glass bowl with a brush and some people prefer an applicator bottle.)

J. Make a narrow parting about 3.175 mm (1/8 inch) wide using the applicator nozzle

(CAUTION: Avoid scratching the scalp with the applicator bottle.)

K. Apply lightener to top of strand about 25.4 mm (one inch) away from the scalp and out toward the ends

(NOTE: Applying the lightener away from the scalp allows that portion of the hair that does not have heat to lighten before the lightener is applied to the scalp. The scalp area will lighten twice as fast due to body heat.)

(CAUTION: If the hair ends are porous or slightly damaged, avoid applying the lightener to the ends until last to prevent breakage.)

L. Lift the strand and apply the lightener to the underneath side about 25.4 mm (one inch) from the scalp

M. Lay the strand with the lightener application over the top of the head carefully

N. Complete one-fourth of the head in the same manner

O. Replace saturated strands downward before advancing to the opposite side of back

P. Begin at top of back section and complete second half of back

Q. Replace the saturated hair in a downward angle

R. Continue application, beginning at crown area of top section and working downward toward front hairline on both sides

S. Set timer according to manufacturer's directions

T. Check sections to be sure that hair is still moist

(NOTE: Lightener must remain moist to work.)

U. Make frequent tests by washing small amount of lightener from strand and drying

(NOTE: If strand is not sufficiently lightened, reapply lightener.)

JOB SHEET #1

V. Check hair strands until one-half of the desired shade appears

W. Remove cotton and apply lightener to root area

(NOTE: Be sure to use an on-scalp lightener on the scalp.)

X. Make 3.175 mm (1/8 inch) partings to apply the on-scalp lightener

(NOTE: Proceed in same manner as before. If ends were omitted, cover them also.)

Y. Recheck head for any missed spots

Z. Strand test to make sure entire strand is the same color

AA. Rinse the hair thoroughly with lukewarm water

BB. Shampoo gently using a mild shampoo

CC. Apply toner

DD. Fill out record card

(NOTE: Record card should include patron's name, address, phone number, description of hair before service, type of service requested, predisposition test results, date of test, date of tint, tint formula used, procedure, final results, conditioning treatments, and any other comments such as changes in formula that should be made next time or patron's comments.)

EE. Clean work area, sanitize implements, and discard any leftover mixed formula

LIGHTENING AND TONING
UNIT XVII

JOB SHEET #2--GIVE A LIGHTENER RETOUCH

I. Implements and equipment

A. Towels

B. Shampoo cape

C. Neck strip

D. Applicator bottle

E. Glass or plastic bowl

F. Protective gloves

G. Protective cream

H. Timer

I. Styling comb

J. Glass or plastic measuring cup

K. Record card

L. Spatula

M. Clips

II. Materials

A. Lightener (on-scalp)

B. 20-volume hydrogen peroxide

C. Accelerators (1 to 3, depending on natural hair color and amount of lightening desired)

D. Mild shampoo

III. Procedure

(NOTE: If a toner is to follow the prelightening, give a predisposition test 24 hours prior to the service.)

A. Wash hands

B. Drape patron

JOB SHEET #2

C. Examine scalp for abrasions and PD test for a reaction

D. Remove tangles

(CAUTION: Omit brushing the hair prior to a lightener to prevent irritation.)

E. Apply protective cream near hairline

(NOTE: Use spatula to remove cream from jar.)

F. Read manufacturer's directions and mix formula

(NOTE: Do not mix formula until ready for use.)

G. Part hair into four equal sections

H. Place protective gloves on hands

I. Begin application at back of head where hair is darkest

J. Part off 3.175 mm (1/8 inch) partings using nozzle of bottle

(CAUTION: Avoid scratching head with nozzle tip. Irritation could occur.)

K. Hold 3.175 mm (1/8 inch) strand straight up from head between index and middle finger

L. Apply lightener directly to scalp

(CAUTION: Avoid overlapping onto previously lightened hair to prevent breakage and to prevent a line of demarcation.)

(NOTE: Lightener should extend up to 1.59 mm [1/16 inch] of the new growth to allow for mixture seepage or swelling.)

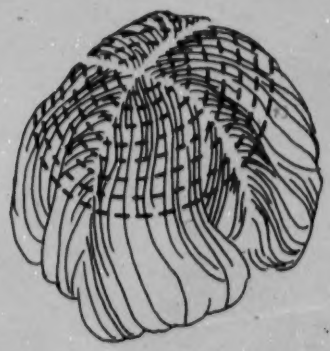
M. Complete entire head in the following sequence

1. Begin at top of crown in back area on either side, working downward

JOB SHEET #2

2. Begin at top of crown in front area on either side, working toward hairline (Figure 1)

FIGURE 1



N. Recheck head for any missed spots

O. Set timer

P. Make strand test to check for desired shade

Q. Rinse hair with lukewarm water and shampoo gently

R. Apply toner

S. Fill out record card

T. Clean work area, sanitize implements, and discard any leftover mixed formula

LIGHTENING AND TONING
UNIT XVII

JOB SHEET #3--APPLY A TONER

I. Implements and equipment

- A. Towels
- B. Shampoo cape
- C. Neck strip
- D. Applicator bottle
- E. Protective gloves
- F. Timer
- G. Styling comb
- H. Glass or plastic measuring cup
- I. Clips
- J. Record card
- K. Protective cream
- L. Cotton pledgets
- M. Spatula

II. Materials

- A. Toner
- B. 20-volume hydrogen peroxide
- C. Mild shampoo
- D. Conditioner

III. Procedure

(NOTE: Predisposition test must be given 24 hours prior to the toning treatment.)

- A. Wash hands
- B. Drape patron
- C. Examine scalp for abrasions and check PD test area for a reaction

JOB SHEET #3

D. Remove tangles carefully after shampooing lightener from the hair

(NOTE: Be sure all the lightener is removed from the hair so that toner will take evenly. Rinse hair in cold water following lightener removal.)

E. Blot hair with towel

F. Apply protective cream near hairline

(NOTE: Use spatula to remove creams from jars.)

G. Read manufacturer's directions and mix formula

(NOTE: Do not mix formula until ready for use.)

H. Part hair into four equal sections

I. Place protective gloves on hands

(NOTE: If preliminary strand test is needed, it should be done at this time.)

J. Begin toner application in back section at crown

K. Make 6.35-mm (1/4-inch) partings and hold strand straight off head between index and middle fingers

L. Apply toner to scalp (Figure 1)

FIGURE 1

M. Complete all four sections in same manner

N. Add more toner to hair after scalp is completed

(NOTE: Toner may be combed through hair. Omit ends if they are damaged or overporous.)

JOB SHEET #3

O. Apply toner to hair ends after color process is half completed

(NOTE: If hair ends are extremely porous, the remaining toner may be diluted with shampoo before application to hair ends.)

P. Lift hair away from scalp so that color may oxidize properly from the scalp area out to the ends

Q. Set timer according to manufacturer's directions and patron's previous record card

R. Strand test frequently

S. Remove toner after desired color is reached from scalp through the ends

T. Shampoo hair using mild shampoo

U. Rinse hair thoroughly

V. Remove any stains using a cotton pledget and cold water

W. Apply conditioner

X. Complete record card

Y. Style hair as usual

Z. Clean work area, sanitize implements, and discard any leftover mixed formula

LIGHTENING AND TONING
UNIT XVII

JOB SHEET #4--FROST HAIR

I. Implements and equipment

- A. Towels
- B. Shampoo cape
- C. Neck strip
- D. Applicator bottle
- E. Glass or plastic bowl
- F. Protective gloves
- G. Timer
- H. Styling comb
- I. Regular hairbrush
- J. Record card
- K. Cotton
- L. Frost cap
- M. Plastic caps (plastic sheets large enough to cover head)
- N. Crochet needles (needle size should be determined by amount of hair to be pulled through cap)
- O. Lightener brush

II. Materials

- A. Talcum
- B. Mild shampoo
- C. Lightener (off-scalp)
- D. 20-volume hydrogen peroxide
- E. Toner

III. Procedure

- A. Wash hands
- B. Drape patron

JOB SHEET #4

C. Examine scalp for abrasions

D. Remove tangles from hair and comb hair straight back

(NOTE: Hair may be moistened with conditioner if needed.)

E. Place one plastic cap (or plastic sheet) over patron's head

(NOTE: This plastic is used to prevent lightening or toning materials from bleeding through the cap and causing uneven spots of lightened hair.)

F. Powder inside of frost cap with talcum powder

G. Place frost cap onto head, adjusting cap and making sure ears are flat against the head

(NOTE: The frost cap will be placed over the plastic cap or sheet.)

H. Begin pulling hair from front hairline area

1. Insert crochet needle into hole in cap

(NOTE: Avoid sliding needle too far past the hole through which it was inserted.)

2. Pull crochet needle straight out of hole in cap and straight up onto head

3. Remove any circles of hair formed at bottom of strand next to cap (Figure 1)

FIGURE 1

I. Complete entire head from front hairline to back hairline

(NOTE: Pull only enough hair through each hole to achieve desired effect.)

JOB SHEET #4

J. Read manufacturer's directions and mix formula

K. Put protective gloves on hands

L. Apply lightener generously to hair (Figure 2)

FIGURE 2

M. Cover entire head with second plastic cap or sheet (Figure 3)

FIGURE 3

(NOTE: Having the patron sit under a warm dryer will hasten the lightening action.)

N. Strand test frequently, making sure that lightener remains moist

O. Rinse and shampoo gently after hair has reached desired stage of lightness

(CAUTION: If peroxide toner is to be applied, do not remove cap.)

P. Towel dry hair

JOB SHEET #4

Q. Mix toner and developer

R. Apply toner

S. Give a strand test

T. Rinse toner after desired color is achieved

U. Remove plastic and frost caps from hair

V. Shampoo entire head

W. Fill out record card

X. Style hair as usual

Y. Clean work area, sanitize implements, and discard any leftover mixed formula

LIGHTENING AND TONING
UNIT XVII

JOB SHEET #5-STREAK HAIR

I. Implements and equipment

A. Towels

B. Shampoo cape

C. Neck strip

D. Applicator bottle

E. Glass or plastic bowl

F. Protective gloves

G. Protective cream

H. Cotton pledgets

I. Timer

J. Combs, 1 styling and 1 rattail

K. Clips

L. Aluminum foil cut into 1.016 cm [4 inch] wide strips (the length should be determined by the length of the hair)

M. Spatula

N. Lightener brush

II. Materials

A. Lightener

B. Developer

C. Toner

D. Mild shampoo

E. Conditioner (thick)

III. Procedure

(NOTE: If toner is to follow lightener application, predisposition test must be given 24 hours prior to service.)

A. Wash hands

B. Drape patron

JOB SHEET #5

C. Examine scalp for abrasions and PD test reaction

D. Remove tangles

E. Select sections of hair to be lightened

F. Use rattail comb and proceed with an in-and-out weaving movement through strand to be lightened (Figure 1)

FIGURE 1

(NOTE: Strand is usually 25.4 to 76.2 mm [one to three inches] in width.)

G. Wrap strand in a dry curl

H. Protect hair behind and under each dry curl by using a coating of thick conditioner

I. Read manufacturer's directions and mix lightening formula

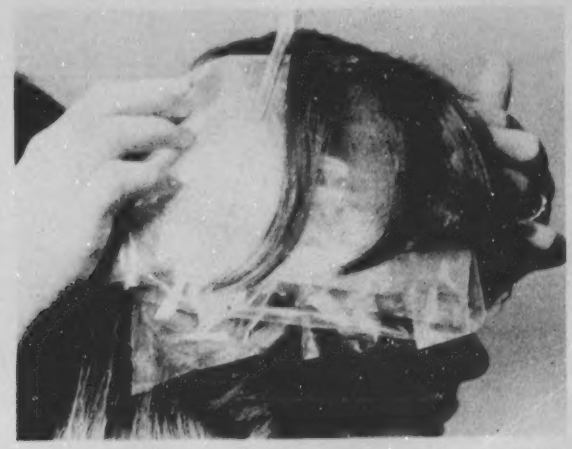
J. Put protective gloves on hands

K. Remove clips from dry curl

JOB SHEET #5

L. Place foil or plastic under strand and brush lightener onto both sides of strand, leaving scalp area free from the lightener (Figure 2)

FIGURE 2



(NOTE: Leave approximately 19.05 to 25.4 mm [3/4 to 1 inch] from the scalp free from the lightener and omit ends of the hair if they are damaged.)

M. Place piece of cotton under strand for added protection

N. Wrap foil securely around each section after lightener is applied

O. Complete entire area to be lightened

P. Set timer

Q. Place patron under warm dryer

R. Make frequent strand tests

S. Apply lightener to scalp when color is one-half of desired shade

(NOTE: Apply lightener to ends if they were omitted earlier.)

T. Unwrap each strand when desired shade has developed

U. Rinse lightener from each strand using a bowl of water and cotton

V. Shampoo each strand separately using bowl of water and shampoo

W. Towel dry

X. Read manufacturer's directions and mix toner formula

(NOTE: A temporary color rinse may be used instead of a toner.)

JOB SHEET #5

Y. Apply toner to each lightened streak and rewrap in the foil package

Z. Give strand test

AA. Remove foil and rinse strands in lukewarm water

BB. Shampoo entire head

CC. Complete record card

DD. Style hair as usual

EE. Clean work area, sanitize implements, and discard leftover mixed formulas

LIGHTENING AND TONING
UNIT XVII

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions.

_____a.	Chemical agent which aids in maintaining the pH value of a product	1.	Progressive
_____b.	To change a compound by adding oxygen	2.	pH scale
_____c.	Substance used to develop or oxidize a tint; usually hydrogen peroxide	3.	Receptive
_____d.	Neither acid nor alkaline; having little or no decided color	4.	Demarcation
_____e.	Separate elements used in combination with each other	5.	Depth
_____f.	To speed up or hurry	6.	Dye molecule
_____g.	Not easily penetrated	7.	Neutral
_____h.	Able or inclined to accept	8.	Tone
_____i.	Refers to how light or how dark hair is colored	9.	Oxidize
_____j.	Refers to warm or cool highlights of hair due to amount of pigment	10.	Compound
_____k.	Color tone or tint added to product to produce various shades	11.	Resistant
_____l.	Increasing in extent	12.	Buffer
_____m.	Measurement for acidity or alkalinity of a product	13.	Developer
_____n.	Definite division or line between two colors	14.	Hasten
_____o.	Substance which equalizes hair porosity, builds color on damaged hair, and makes an even color possible	15.	Pre-lightening
_____p.	Removal of color pigment from cortex so that new, lighter shade may be deposited	16.	Color filler

2. Match the hair structure on the right to the correct descriptions.

_____a. Layer which contains the natural hair color (color pigment; melanin) that is removed by the lightening action and replaced with the color of the toner

_____b. Outer protective layer that allows hair color to show through and must be softened sufficiently enough to allow lightening and toning materials to penetrate the cortex

_____c. Outer, overlapping cuticle layers which must be softened to allow aniline colors to enter into cortex

1. Cuticle
2. Cortex
3. Imbrications

3. Discuss hair porosity.

_____

_____

_____

_____

_____

4. Match the lightening and toning products on the right to the correct characteristics.

_____a. Mild lightener which lightens hair only slightly; may be used to brighten hair color; may be mixed with a temporary color; and, if neutral or noncolored, may be used as a presoftener or as an additive to a tint formula to aid in lightening using a single application service

_____b. Thick consistency lightener that is easy to control on the scalp, usually contains a buffer or conditioner and a drabber, and comes in several strengths for on-scalp and off-scalp lightening

_____c. Fast-drying powder which forms a paste when mixed with 20-volume hydrogen peroxide and is generally used for off-scalp lightening for such services as frosts, streaks, framing, or virgin bleaching

1. Powder lightener (quick lightener)
2. Cream lightener
3. Permanent toner
4. Oil lightener
5. Accelerator
6. Semi-permanent toner

_____d. Oxygen-releasing fine type powder which hastens the lightening time when added to oil or cream lighteners

_____e. Self-penetrating color which lasts two to four weeks and is not used with a developer

_____f. Delicate color used with a developer that penetrates into the hair shaft and deposits a color on hair that is porous and properly prelightened

5. Arrange in order the stages of hair lightening by placing a "1" before the first stage, a "2" before the second stage, and so on.

_____a. Gold

_____b. Brown

_____c. Yellow

_____d. Black

_____e. Red-gold

_____f. Pale yellow (almost white)

_____g. Red

6. Distinguish between *shades* and *stages* of hair coloring by writing the correct term in the blank provided.

_____a. Complete color changes in the hair

_____b. Varying degrees of one hair color

7. List primary and secondary colors.

a. Primary colors

1) _____

2) _____

3) _____

b. Secondary colors

1) _____

2) _____

3) _____

8. Select from the following list color rules to observe during lightening and toning by placing an "X" in the correct blanks.

_____a. When correcting color mistakes during toning, always refer to the primary colors in determining corrective treatment

_____b. When correcting color mistakes during toning, always refer to the secondary colors in determining corrective treatment

_____c. If all primary colors were half-colors and were all mixed together, gray would appear

_____d. When equal amounts of the primary colors are mixed, black (neutral) is formed; when equal amounts of white and a color are mixed, a half-shade is produced

_____e. Colors that are adjacent to one another on the color wheel will neutralize each other

_____f. Colors that are opposite one another on the color wheel will neutralize each other

9. Distinguish between *warm* and *cool* colors by writing the correct term in the blank provided.

_____a. Ash tones or colors that do not add yellow or red highlights to the hair; absence of red

_____b. Colors containing yellow-red pigment and which produce red or gold highlights on the hair

10. Discuss in writing 20% hydrogen peroxide as a developer for tints and lighteners.

_____

_____

_____

_____

_____

_____

_____

11. Distinguish between a *virgin lightener* and a *lightener retouch* by writing the correct term in the blank provided.

_____a. Lightener applied to hair which has never been tinted or lightened

_____b. Lightener applied to new growth area at scalp on hair which has previously been lightened or tinted

12. Select from the following list proper ways of selecting a toner color.

_____a. Select color compatible with eyebrows

_____b. Determine the patron's basic color

_____c. Determine the color depth

_____d. Determine color hue

_____e. Determine tonal value

_____f. Consider patron's age, complexion, and desired color when selecting toner color

_____g. Check color chart, noting that all colors on a color chart are shown over a white base

_____h. Check color chart, noting that all colors on a color chart are shown over a neutral base

_____i. Determine lightener needed to achieve final desired color

13. Discuss in writing chemical composition of penetrating products used in hair lightening and toning.

_____

_____

_____

_____

_____

_____

_____

_____

14. Distinguish between *color lifting* and *color grabbing* by writing the correct term in the blank provided.

_____a. Pre-softening and pre-lightening lift the cuticle layer of the hair to allow the color to reach the cortex; when lightening, the color is also removed from the cortex

_____b. Hair ends begin to get too porous and the tint takes darker on the ends than on the rest of the hair shaft

15. Arrange in proper order the following steps for giving a predisposition test by placing the number of the step in the blank provided.

_____a. Wash a small area on the inner fold of the elbow or behind the ear using soap and water

_____b. Drape patron

_____c. Complete record card

_____d. Pat dry with cotton pledget

_____e. Apply test formula to area about the size of a quarter using a cotton-tipped swab

_____f. Fill out record card stating when test was given, where PD test was applied, brand of color being used, and formula of color

_____g. Examine test area for reaction or hypersensitivity

_____h. Wait 24 hours

_____i. Prepare test formula

16. Match the nonprofessional coloring products on the right to the correct characteristics.

_____a. Coating or stain deposited on hair shaft which affects only the cuticle layers and does not change the hair structure; however, color may build up on hair shaft and require removal

_____b. Progressive type dye manufactured from metallic salts, which may contain silver, lead, or copper, that form a metallic coating on the hair shaft and should never be used prior to an aniline tint or permanent wave service

_____c. Combination vegetable dye and metallic salts which coat the hair shaft and deposit a thick coating; considered progressive

1. Metallic dye
2. Compound dye
3. Vegetable dye

17. List steps to apply the following color fillers.

a. Tint or toner used with filler

_____

_____

_____

_____

b. Filler used prior to tint or toner application on extremely porous hair

1) Pre-mixed filler

a) _____

b) _____

c) _____

d) _____

2) Tint as filler

a) _____

b) _____

c) _____

d) _____

e) _____

18. Match the colors and types of artificial lighting on the right to the effects they have on hair. (Blanks may have more than one answer.)

_____a. Appears more drab and an ash blond color may take on a greenish tone	1. Ash color under incandescent light
_____b. Appears more ash and will not appear bright	2. Red color under fluorescent light
_____c. Appears less bright and more brown than red	3. Gold color under incandescent light
_____d. Appears bluish, silver, and platinum; smoked colors may take on a greenish tone	4. Smoke color under fluorescent light
_____e. Appears less drab and may take on a red or gold tone depending on intensity of the lighting because bluish tone is neutralized	5. Gold color under fluorescent light
_____f. Appears brighter and intensified	6. Smoke color under incandescent light
_____g. Appears neutralized; silver and platinum colors take on a gray tone instead of a blue tone	7. Ash color under fluorescent light
	8. Red color under incandescent light

19. Match the facial shapes on the right to the correct frosting procedure to use to create the illusion of an ideal oval face.

_____a. Frost hair heavily on top and sides; frost very lightly above ears; leave lower sides a natural color at front; use lighter toner on top and top of sides; use darker toner on lower portion of sides

_____b. Frost hair heavily on top and sides; frost very lightly above ears; leave lower sides a natural color at front; use lighter toner on top and top of sides; use darker toner on lower portion of sides; use slightly lower side parts

_____c. Use lightest color at sides of forehead and lower sides of face; use darker shade at cheekbone area; use same toner in both areas

_____d. Frost hair heavily at top and sides; decrease frost at center sides until lower sides at front are natural color; tone top and top of sides a light color; tone center sides a darker shade

_____e. Decrease the amount of frost gradually up to eyebrow line; use lighter toners on bottom and middle sides at front; apply darker toner to the top of the sides at the front

_____f. Frost hair heavily at sides; use little or no frosting on top of head; lighten tips of bangs only; use lighter toner on the sides; apply darker toner on tips of bangs

1. Inverse triangle
2. Round
3. Diamond
4. Oblong
5. Triangle
6. Square

20. List corrective measures for each of the following hair lightening problems.

a. Dry, overporous hair

1) _____

2) _____

3) _____

b. Loss of elasticity

1) _____

2) _____

3) _____

4) _____

5) _____

c. Toner is uneven or will not hold

1) _____

2) _____

3) _____

d. Silver toner has greenish cast

1) _____

2) _____

21. Describe products used in the care of hair after lightening and toning.

a. Conditioner--_____

_____

_____

b. Normalizing cream--_____

_____

_____

22. Arrange in order the steps to giving a preliminary strand test by placing the correct number in the blanks provided.

_____a. Allow to develop

_____b. Mix small quantity of formula to be used

_____c. Dry strand

_____d. Shampoo hair only if it is extremely soiled from hair spray or excessive oil

_____e. Check for desired color

_____f. Drape patron

_____g. Wash strand with warm water and mild shampoo

_____h. Apply mixture to a full strand of hair

23. Select from the following list safety precautions to observe during the lightening and toning procedure by placing an "X" in the blanks provided.

_____a. Store any leftover toner or lightener that has been mixed with 20-volume hydrogen peroxide

_____b. Give a predisposition test 24 hours prior to a service

_____c. Avoid using a lightener or toner if abrasions are present on scalp

_____d. Make strand test to avoid mistakes

_____e. Overlap color during retouch to avoid line of demarcation

_____f. Brush lightened hair with a synthetic bristled brush

_____g. Read and follow manufacturer's directions

_____h. Use plastic or glass containers when mixing formulas

_____i. Wear protective gloves

_____j. Avoid use of toner on eyelashes or brows

_____k. Avoid rubbing skin to remove toner; blot with cotton and cold water

_____l. Brush hair before lightening and toning

_____m. Recondition after lightening and toning

_____n. Measure formula accurately

_____o. Wait at least three days after a permanent wave or relaxer before lightening hair

_____p. Avoid lightening hair beyond stage necessary for toner

_____q. Make frequent strand tests throughout procedure

_____r. Store products in cool, dry area

24. Prescribe corrective measures for specific hair coloring problems.

25. Demonstrate the ability to:

a. Give a virgin lightener (bleach).

b. Give a lightener retouch.

c. Apply a toner.

d. Frost hair.

e. Streak hair.

(NOTE: If activities 24 and 25 have not been accomplished prior to the test, ask the instructor when they should be completed.)

LIGHTENING AND TONING
UNIT XVII

ANSWERS TO TEST

1. a. 12
   b. 9
   c. 13
   d. 7
   e. 10
   f. 14
   g. 11
   h. 3
   i. 5
   j. 8
   k. 6
   l. 1
   m. 2
   n. 4
   o. 16
   p. 15

2. a. 2
   b. 1
   c. 3

3. Discussion should include:
   a. Porosity determines how fast the hair can absorb a liquid
   b. Hair must reach a certain degree of porosity for a toner to take and hold sufficiently

4. a. 4
   b. 2
   c. 1
   d. 5
   e. 6
   f. 3

5. a. 5
   b. 2
   c. 6
   d. 1
   e. 4
   f. 7
   g. 3

6. a. Stages

   b. Shades

7. a. Primary colors

      1) Red

      2) Blue

      3) Yellow

   b. Secondary colors

      1) Orange

      2) Purple

      3) Green

8. a, c, d, f

9. a. Cool

   b. Warm

10. Discussion should include that 20% hydrogen peroxide develops or oxidizes tint by releasing oxygen which changes the para phenylene diamine in aniline tints into a compound capable of coloring the hair and releases oxygen to change chemicals in lighteners into compounds capable of lightening natural pigmented hair

11. a. Virgin lightener

    b. Lightener retouch

12. b, c, e, f, g, i

13. Discussion should include:

    a. Aniline tint whose base contains a wetting agent, such as detergent, to aid in the tint penetration

    b. Thickeners to prevent tint from running

    c. Aniline derivative which provides the dye molecule

    d. Color modifier

    e. Buffering agent which is used to maintain the pH value

14. a. Color lifting

    b. Color grabbing

15. a. 3
    b. 2
    c. 9
    d. 4
    e. 6
    f. 1
    g. 8
    h. 7
    i. 5

16. a. 3
    b. 1
    c. 2

17. a. Tint or toner used with filler--Mix filler and tint just prior to application to the ends of the hair shaft to correct mild degree of overporosity

    b. Filler used prior to tint or toner application

        1) Premixed filler

            a) Apply filler to problem areas for a required period of time

            b) Comb filler through entire hair shaft for a period of two to five minutes

            c) Rinse and dry hair under cool dryer

            d) Apply tint or toner in usual manner

        2) Tint as filler

            a) Mix equal parts tint and water to use as filler

            b) Apply to hair

            c) Comb filler through hair

            d) Dry hair under dryer

            e) Apply tint or toner over the filler

18. a. 7
    b. 5
    c. 2
    d. 4
    e. 1
    f. 3, 8
    g. 6

19. a. 2
    b. 6
    c. 3
    d. 5
    e. 1
    f. 4

20. a. Dry, overporous hair
        1) Recondition
        2) Cut porous ends
        3) Use filler

    b. Loss of elasticity
        1) Cut as much of the hair as possible
        2) Treat as fragile while shampooing
        3) Use cream conditioner
        4) Avoid backcombing
        5) Avoid any kind of heat

    c. Toner is uneven or will not hold
        1) Recondition
        2) Reapply lightener
        3) Apply filler

    d. Silver toner has greenish cast
        1) Use a color remover formula

        OR

        2) Apply a red color the same depth as the green shade of the hair
            a) Mix one part red color, one part 20-volume hydrogen peroxide, and two parts shampoo
            b) Apply to green or ash areas only
            c) Check hair periodically to determine when green or ash shade has disappeared

21. Description should include:

    a. Conditioner--Protein substance which restores some acidity and normality to the hair

    b. Normalizing cream--Substance which aids in restoring natural oils and sheen to over-porous hair

22.

a.	5	e.	8
b.	3	f.	2
c.	7	g.	6
d.	1	h.	4

23. b, c, d, g, h, i, j, k, m, n, p, q, r

24. Evaluated to satisfaction of instructor

25. Performance skills evaluated to the satisfaction of the instructor

MANICURING AND PEDICURING
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify implements used in manicuring and pedicuring and the shapes of nails. The student should also be able to discuss types of products used in manicuring and pedicuring, identify nail disorders and diseases, and demonstrate the ability to give a regular manicure, special manicures, and pedicures. This knowledge will be evidenced by completion of the job sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with manicuring and pedicuring to the correct definitions.
2. Identify the most common shapes for manicuring women's nails.
3. Identify the most common shapes for manicuring men's nails.
4. Match supplies used in manicuring and pedicuring with the correct functions.
5. Identify equipment and implements used in manicuring and pedicuring.
6. Match implements and equipment to their correct functions.
7. Distinguish between a regular manicure and a man's manicure.
8. Discuss hot oil manicuring.
9. Identify disorders of the nail.
10. Match disorders of the nail with the correct causes.
11. Identify diseases of the nail.
12. Match diseases with their symptoms and causes.
13. Select from a list the safety precautions to observe while giving a manicure or pedicure.
14. List sanitary measures to observe while giving a manicure and pedicure.

15. Demonstrate the ability to:

a. Arrange implements and materials for a manicure and pedicure.

b. Give a regular manicure.

c. Apply liquid polish.

d. Give a hot oil manicure.

e. Give a pedicure.

f. Repair split or broken nails.

g. Apply plastic nails.

h. Apply sculpture nails.

i. Apply brush-on nails.

j. Give a man's manicure.

MANICURING AND PEDICURING
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

(NOTE: Show examples when possible.)

F. Discuss information and assignment sheets.

G. Discuss and demonstrate procedures outlined in job sheet.

H. Show Revlon film on manicuring.

I. Ask sculpture nail demonstrator to act as resource person.

J. Relate job opportunities available for manicurist.

K. Set up a bulletin board using pictures of hands from magazines.

(NOTE: Try to use as many shapes of nails as possible.)

L. Discuss importance of the appearance of the manicurist to set an example for the patron.

M. Relate importance of providing free service to a patron.

N. Develop a set of slides using students from classroom.

O. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Common Shapes for Manicuring Women's Nails

2. TM 2--Common Shapes for Manicuring Men's Nails

3. TM 3--Implements and Equipment Used in Manicuring and Pedicuring

4. TM 4--Implements and Equipment Used in Manicuring and Pedicuring (Continued)

5. TM 5--Nail Disorders

6. TM 6--Nail Diseases

D. Job sheets

1. Job Sheet #1--Arrange Implements and Materials for a Manicure and Pedicure

2. Job Sheet #2--Give a Regular Manicure

3. Job Sheet #3--Apply Liquid Polish

4. Job Sheet #4--Give a Hot Oil Manicure

5. Job Sheet #5--Give a Pedicure

6. Job Sheet #6--Repair Split or Broken Nails

7. Job Sheet #7--Apply Plastic Nails

8. Job Sheet #8--Apply Sculpture Nails

9. Job Sheet #9--Apply Brush-On Nails

10. Job Sheet #10--Give a Man's Manicure

E. Test

F. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

B. Barrett, Dean. *The Van Dean Manual: Professional Techniques for Cosmetologists.* rev. ed. Bronx, New York: Milady Publishing Corp., 1974.

C. Dalton, John W. *The Professional Cosmetologist.* St. Paul, Minnesota: West Publishing Co., 1976.

D. Kibbe, Constance V. *Standard Textbook of Cosmetology.* Bronx, New York: Milady Publishing Corp., 1972.

IV. Film--"House of Revlon Manicure." Available from Revlon, Inc., 767 Fifth Avenue, New York, New York 10022.

MANICURING AND PEDICURING
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Irregular (ir-REG-u-lar)--Lacking perfection; not perfect

B. Styptic powder (STYP-tic POW-der)--Astringent used to stop bleeding

C. Seventy percent alcohol--Antiseptic used to sanitize implements

D. Polish remover--Acetone solution used to dissolve old nail polish on nails

E. Cuticle softener (CU-ti-cle SOFT-en-er)--Solvent used to aid in the removal of dead cuticle

F. Cuticle cream--Mixture of fat or wax used in the care and treatment of dry cuticle

Examples: Lanolin, cocoa butter, and beeswax

G. Lacquer (LAC-quer)--Type of nail polish used in manicuring and pedicuring that can be either clear or colored

H. Pumice stone (PUM-ice)--Hardened volcanic substance used for manicure buffing

I. Abrasive (ab-RA-sive)--Granular substance used to smooth irregular ridges on the nail; usually a pumice powder

J. Powder or paste polish--Mild abrasive used when buffing nails to give gloss to nails

Examples: Tin oxide talc, silica, or kaolin

K. Nail strengthener (STRENGTH-en-er)--Solution brushed on nail to add strength and hardness to the nail

L. Nail drier--Final protective coat sprayed on the nails after completion of manicure

M. Alum (AL-um)--Astringent used to stop bleeding

N. Metal pusher--Metal implement used to push and loosen dead cuticle

O. Cuticle nippers--Implement used to trim ragged cuticle or hangnail

P. Emery board (EM-er-y)--Implement used to file or shape the free edge of the nail

INFORMATION SHEET

Q. Buffer (BUFF-er)--Implement with a removable chamois pad used to give a gloss or shine to nails

R. Orangewood stick--Implement used to loosen cuticle or for applying or removing cream

S. Polish solvent--Solution used to thin polish that has thickened

T. Free edge--That portion of the nail that extends over fingertip

U. Adhere (ad-HERE)--To hold fast; stick to something

V. Hairline tip--Process of sealing the polish using the thumb

W. Cuticle solvent--Solvent which softens dead cuticle so that it may be removed

X. Sculpture nail (SCULP-ture)--Process of forming new, artificial nail over existing nail by molding a cementing solution that forms the new nail

Y. Brush-on nail--Process of forming new, artificial nail by applying cementing solution to existing nail with a brush

Z. Regular manicure--Process of nail care using water, cuticle cleanser, and implements

AA. Matrix (MA-trix)--Nail root

BB. Nail base--Portion of the nail that usually contains the half-moon

CC. Infection--Contagious condition that can be spread from person to person

DD. Inflammation (in-flam-MA-tion)--Sign of infection; usually red area containing pus

II. Common shapes for manicuring women's nails (Transparency 1)

(NOTE: The shapes of the nails should be governed by the fingertips.)

A. Oval

B. Pointed

C. Round

D. Square

(NOTE: Many women prefer a modified version of the square nail.)

III. Common shapes for manicuring men's nails (Transparency 2)

A. Straight across

B. Slightly rounded

INFORMATION SHEET

IV. Supplies used for manicuring and pedicuring

A. Nail cleanser--Removes dirt or stain from nails

B. Polish remover--Dissolves polish on nails

(CAUTION: Some polish remover may be drying to the nails and cuticles.)

C. Cuticle oil--Softens skin around the nail to aid removal of dead cuticle

D. Cuticle cream--Treats dry and brittle cuticle

E. Nail whitener--Keeps the tips of nails under free edge from appearing yellow

F. Lacquer--Forms a hard gloss; may add color to nails

(NOTE: Lacquer is commonly called *nail polish*.)

G. Solvent--Thins nail polish that has thickened

H. Powder or paste polish--Gives gloss to the nail when buffed

(NOTE: It is used for men's manicures or when polish is not wanted.)

I. Nail strengthener--Gives nails added strength

J. Nail drier--Gives tough, protective finish to lacquered nails

K. Base coat--Aids in preventing stains and causes polish to adhere more readily

L. Top coat--Seals nail polish and prevents it from chipping or cracking

M. Abrasive--Smooths irregular nail ridges

(NOTE: Pumice powder is a good abrasive.)

N. Hand lotion--Replaces natural oils lost from the skin and keeps skin soft

O. Hot oil--Treats severely damaged cuticles and hands

P. Alum--Stops bleeding during a manicure

(NOTE: Liquid or powder form must be used due to sanitary reasons.)

Q. Styptic powder--Antiseptic astringent used to stop bleeding

(NOTE: Avoid the use of styptic pencils for sanitary reasons.)

INFORMATION SHEET

R. Seventy percent alcohol--Keeps metal manicure implements sterilized during manicure

S. Cuticle solvent--Softens cuticle to allow easy removal

V. Implements and equipment used in manicuring and pedicuring (Transparencies 3 and 4)

A. Nail file

B. Emery board

C. Orangewood stick

D. Cuticle nippers

E. Nail brush

F. Metal pusher

G. Cuticle scissors

H. Nail buffer

I. Tweezers

J. Sterilizer container

K. Finger bowl (bath)

L. Hot oil heater

M. Toenail nippers

N. Plastic container for foot bath

VI. Implements and equipment and their functions

A. Nail file--Shapes free edge of nail

B. Emery board--Shapes and bevels free edge of nail

(NOTE: Emery boards come in different grits from fine to coarse. The smaller the number, the finer the emery board; the larger the number, the coarser the emery board. Numbers range from 000 to 9. Use the correct weight of emery board according to the type of nail. Emery boards must be discarded after each use on patron.)

C. Orangewood stick--Applies solutions around the cuticle of the nail and aids in loosening the dead cuticle

D. Cuticle nippers--Trims excess cuticle around nail

INFORMATION SHEET

E. Nail brush--Brushes away loosened and dead cuticle; cleanses nails

F. Metal pusher--Pushes and loosens cuticle around nail

(CAUTION: Do not use pointed end of pusher for safety purposes.)

G. Cuticle scissors--Trims excess cuticle from around nail

H. Nail buffer--Adds gloss to nails when used with a powder or paste

(NOTE: A sanitary chamois must be used for each patron.)

I. Tweezers--Remove small bits of cuticle from around nail

J. Sterilizer container--Stores metal implements during the manicure

K. Finger bowl--Contains soapy water in which nails are soaked

L. Hot oil heater--Heats oil or lotion for manicure

M. Toenail nippers--Clips cuticle on toes

N. Foot bath container--Contains antiseptic and warm, soapy water solution in which feet are soaked while being pedicured

(NOTE: Container must be large enough to soak both feet.)

VII. Regular manicuring and men's manicuring

A. Regular manicure

1. Warm, soapy water is used to cleanse and soak the nails

2. Cuticles are pushed and nipped and hands are massaged

3. Liquid polish is applied to gloss the nail, smooth ridges, prevent yellowing, and make the nails more resistant to breakage

B. Men's manicuring

1. Warm, soapy water is used to cleanse and soak the nails

2. Cuticles are pushed and nipped and hands are massaged

3. Buffer is generally used with a cream or powder polish

(NOTE: Men's manicuring follows the same procedure as a regular manicure up to the polish steps. Nearly all implements and materials are the same. Some men may prefer a neutral or clear polish.)

INFORMATION SHEET

VIII. Hot oil manicuring

A. Hot oil manicures differ from regular manicures only in that the hands are soaked in warm oil rather than warm, soapy water

B. Oil is heated in a hot oil manicure heater

(NOTE: Olive oil, cuticle oil, or lanolin lotions may be used.)

C. Cuticle creams and removers are not needed during the hot oil manicure

D. Hot oil manicures are recommended for dry, brittle cuticles

IX. Disorders of the nail (Transparency 5)

A. Corrugations

(NOTE: Corrugations are wavy ridges on the nail.)

B. Furrows

(NOTE: Furrows are depressions in the nails.)

C. Leukonychia

(NOTE: Leukonychia are white spots on the nail.)

D. Hypertrophy (onychauxis)

(NOTE: Hypertrophy is an overgrowth in thickness of nails.)

E. Atrophy

(NOTE: Atrophy is a wasting away of the nail.)

F. Pterygium

(NOTE: Pterygium is a forward growth of cuticle.)

G. Onychophagy

(NOTE: Onychophagy is bitten nails.)

H. Onychorrhexis

(NOTE: Onychorrhexis is split or brittle nails.)

I. Agnail

(NOTE: Agnail is a hangnail.)

INFORMATION SHEET

J. Eggshell nail

(NOTE: Eggshell nails are thin-plated nails.)

K. Blue nail

(NOTE: Blue nails have a bluish color tone instead of the normal pink tone.)

X. Nail disorders and their causes (Transparency 5)

A. Corrugation--Wavy ridge caused by an uneven growth of nails due to illness

(NOTE: Buffing nails with pumice will help smooth ridges. Use fine side of emery board to shape the nails.)

B. Furrow--Depression caused by illness, nutritional problem, or injury

(CAUTION: Avoid use of metal pusher on furrowed nails.)

C. Leukonychia--White spots caused by injury

(CAUTION: Avoid use of metal pusher on nails with white spots.)

D. Hypertrophy (onychauxis)--Overgrowth in thickness of nails caused by infection

E. Atrophy--Wasting away caused by injury or disease

(CAUTION: Avoid use of metal pusher and strong soap.)

F. Pterygium--Forward growth of cuticle caused by lack of proper nipping

G. Onychophagy--Bitten nails caused by nervous habit

H. Onychorrhexis--Split or brittle nails caused by injury, careless filing, excessive use of solvents or polish removers, or a glandular disorder

(NOTE: Avoid use of strong soaps or other chemicals.)

I. Agnail--Hangnail caused by dry cuticles, cutting off too much cuticle, and improper trimming of cuticle

J. Eggshell nail--Thin nails caused by chronic illness, nerves, or a systemic disturbance

K. Blue nail--Condition caused by poor blood circulation or heart disorder

(NOTE: Regular manicure may be given.)

INFORMATION SHEET

XI. Diseases of the nail (Transparency 6)

A. Onychomycosis (tinea unguium)

(NOTE: Onychomycosis or tinea unguium is ringworm of the nail.)

B. Paronychia (felon)

(NOTE: Paronychia or felon is an inflammation surrounding the matrix or nail.)

C. Onychia

(NOTE: Onychia is an inflammation of nail matrix.)

D. Onychocryptosis

(NOTE: Onychocryptosis is an ingrown nail.)

E. Onychoptosis

(NOTE: Onychoptosis is a periodic shedding of the nail.)

F. Onycholysis

(NOTE: Onycholysis is a loosening of the nail without it shedding.)

G. Onychophyma

(NOTE: Onychophyma is a swelling of the nail.)

H. Onychophosis

(NOTE: Onychophosis is a growth of horny epithelium in the nail bed.)

I. Onychogryposis

(NOTE: Onychogryposis is an enlarged curvature of nails.)

XII. Nail diseases and their causes (Transparency 6)

A. Onychomycosis (tinea unguium)--Ringworm of the nail which is caused by a vegetable parasite and is infectious

B. Paronychia (felon)--Inflammation surrounding the nail caused by a bacterial infection

C. Onychia--Inflammation of the nail matrix caused by bacterial infection or improperly sanitized implements

D. Onychocryptosis--Ingrown nail caused by improper filing and neglect

(NOTE: The nail grows into the sides of the skin and may cause an infection.)

INFORMATION SHEET

E. Onychoptosis--Periodic shedding of nails caused by diseases such as syphilis

F. Onycholysis--Loosening of nail caused by an internal body disorder

G. Onychophyma--Swelling of the nail caused by an inflammation

H. Onychophosis--Growth of horny epithelium in nail bed caused by inflammation

I. Onychogryposis--Enlarged curvature of nails caused by injury or illness

XIII. Safety precautions for manicuring and pedicuring

A. Label all containers

B. Avoid handling glass bottles with wet hands

C. Handle sharp implements carefully

D. Dull sharp implements using an emery board

E. Do not file too deeply into corners of nails

F. Do not use the sharp point of the metal pusher to cleanse under nails

G. Do not apply too much pressure at the base of the nail

(NOTE: Injury to the nail root could occur.)

H. Do not work on hands or feet that have a contagious disease or that are inflamed

I. Apply an antiseptic to injured skin

J. Avoid friction during the buffing procedure

K. File from corner to center of nail to prevent splits

L. Use the fine (light) side of an emery board for fingernails and the coarse (dark) side for toenails

(NOTE: Some fingernails may require the heavier side of the emery board.)

M. Clip only dead cuticle, never live cuticle, from around nails

N. Avoid storing manicuring and pedicuring products near an open flame

(NOTE: Store all products in dry, cool area.)

O. Recap all bottles immediately after use to avoid spills

INFORMATION SHEET

XIV. Sanitary measures for manicuring and pedicuring

A. Use fresh towel for each patron

B. Discard emery boards after each use

C. Sanitize manicure table after each use

D. Wash hands before and after each patron

E. Store metal implements in sterilizer container during manicure

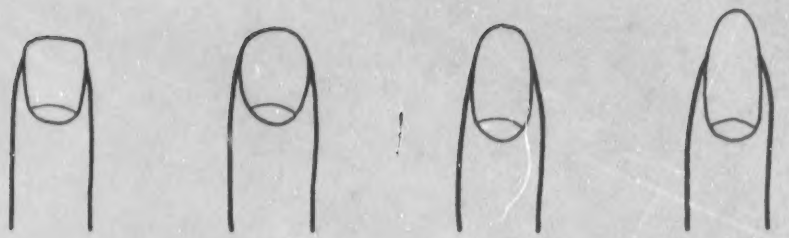
F. Discard all used cotton balls into covered container

G. Clean top of nail polish bottle with remover before closing lid

H. Use fresh hot oil liner for each patron

I. Sterilize all implements after each manicure and store in dry sanitizer cabinet or in closed area until ready for use

Common Shapes for Manicuring Women's Nails



Square Round Oval Pointed

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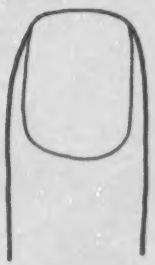
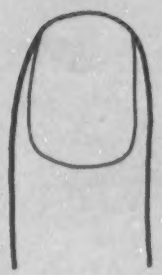
Common Shapes for Manicuring Men's Nails



Straight Across



Slightly Rounded

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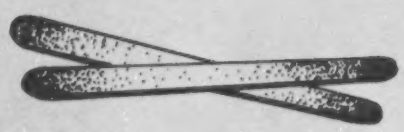
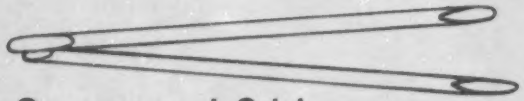
Implements and Equipment Used in Manicuring and Pedicuring



Emery Boards

Metal Pusher

Hot Oil Heater



Orangewood Stick

Finger Bowl
(Bath)

Cuticle Scissors

Nail File

Nail Buffer

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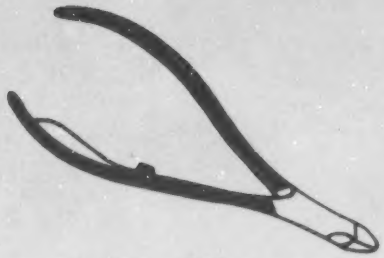
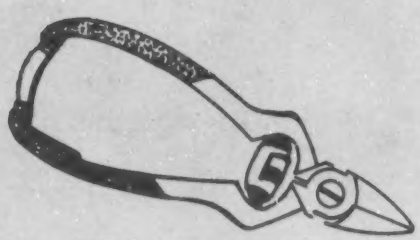
Implements and Equipment Used in Manicuring and Pedicuring

(Continued)



Cuticle Nippers

Tweezers



Toenail Nippers

Nail Brush

Sterilizer Container

Foot Bath Container

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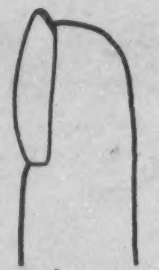
Nail Disorders

Corrugations
(Wavy Ridges)

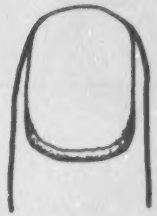
Furrows
(Depressions in the Nail)

Leukonychia
(White Spots)



Hypertrophy or Onychauxis
(Overgrowth of Nail)

Atrophy
(Wasting Away)



Pterygium
(Forward Growth of Cuticles)

Onychophagy
(Bitten Nails)

Onychorrhexis
(Split Nail)

Agnail
(Hangnail)

Eggshell Nail
(Thin Nails)

Blue Nail
(Bluish Color)

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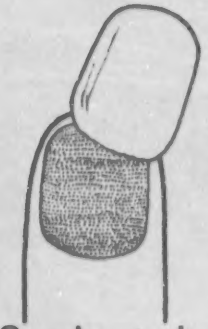
Nail Diseases

Onychomycosis or Tinea Unguium
(Ringworm of the Nail)

Paronychia or Felon
(Inflammation Surrounding Matrix or Nail)

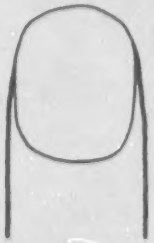
Onychocryptosis
(Ingrown Nail)



Onychoptosis
(Shedding)

Onychia
(Inflammation of Matrix)

Onycholysis
(Loosening)



Onychophyma
(Swelling)

Onychophosis
(Growth in Nail Bed)

Onychogryposis
(Enlarged Curvature)

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MANICURING AND PEDICURING
UNIT I

JOB SHEET #1--ARRANGE IMPLEMENTS AND MATERIALS
FOR A MANICURE AND PEDICURE

I. Implements and equipment

- A. Manicure table with lamp
- B. Manicure stool
- C. Chair for patron
- D. Finger bowl
- E. Electric heater (hot oil manicure)
- F. Emery boards
- G. Orangewood stick
- H. Metal pusher
- I. Cuticle nippers
- J. Nail brush
- K. Buffer (man's manicure)
- L. Cuticle scissors (optional)
- M. Tweezers (optional)
- N. Sterilizer container
- O. Toenail nippers (pedicure only)
- P. Plastic containers (pedicure only), 2
- Q. Nail file
- R. Towels
- S. Plastic bag
- T. Manicure cushion

II. Materials

- A. 70% alcohol
- B. Cotton

JOB SHEET #1

C. Polish remover

D. Nail whitener

E. Base coat

F. Color polish

G. Top coat or sealer coat

H. Alum or styptic powder

I. Hand lotion

J. Cuticle cream

K. Nail cleanser

L. Cuticle remover

M. Abrasive

N. Powder polish (optional)

(NOTE: Powder polish is used in men's manicuring or when patron prefers not to have liquid polish.)

O. Disinfectant

P. Nail drier

III. Procedure for manicure

A. Wash hands

(NOTE: Wash hands before and after each patron.)

B. Cleanse table with disinfectant

C. Fold clean towel over manicure cushion (Figure 1)

FIGURE 1

(NOTE: Another towel may be used in place of a manicure cushion.)

JOB SHEET #1

D. Place finger bowl filled with cuticle cleanser and warm water to the left of patron

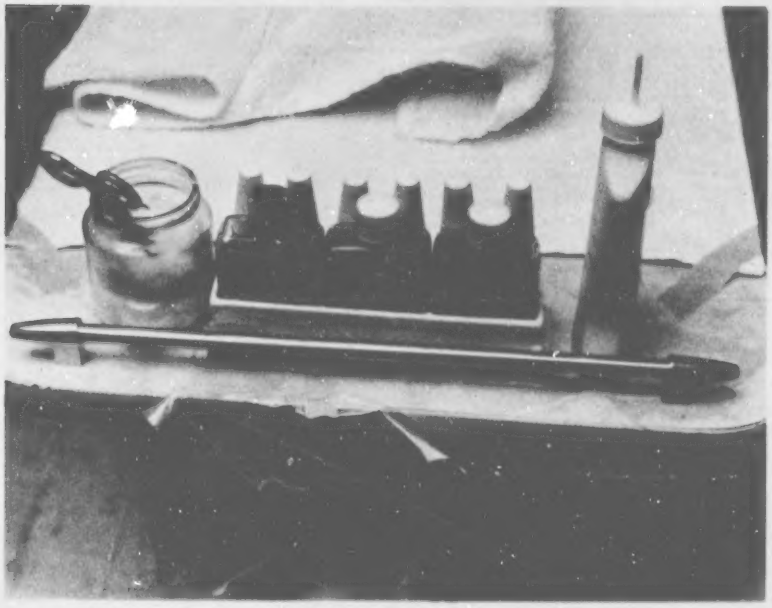
(NOTE: If hot oil heater is used, place in same position. If you are left-handed, you may want to reverse the positions of the implements and equipment.)

E. Place cuticle nippers, metal pusher, and orangewood stick in sterilizer jar containing 70% alcohol on right side of table

(NOTE: Place any other metal implements to be used in sterilizer jar also.)

F. Arrange creams, lotions, and polish on your left on manicure table in the same order that they are to be used (Figure 2)

FIGURE 2



G. Arrange nail file and emery boards to your right

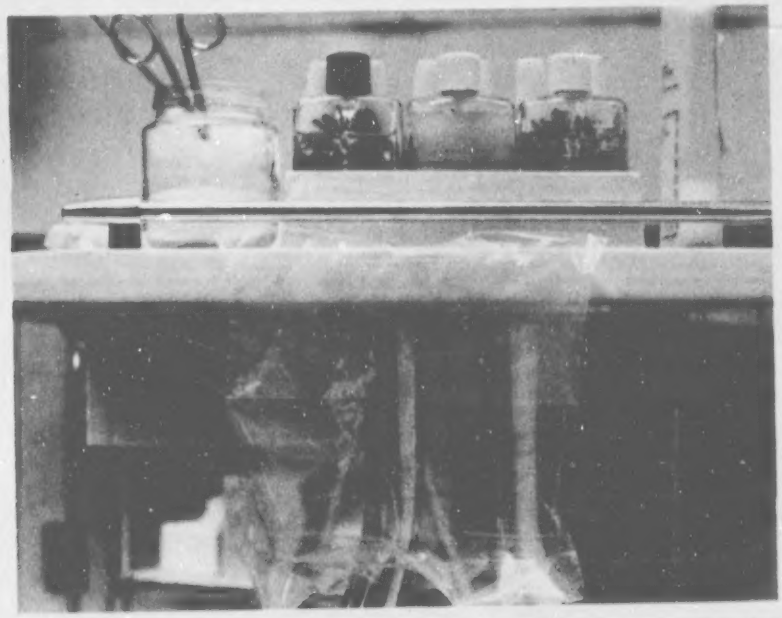
(NOTE: If buffer is to be used, place it on your right side.)

JOB SHEET #1

H. Place a small plastic bag to right side of the table (Figure 3)

(NOTE: Bag may be attached using cellophane tape.)

FIGURE 3



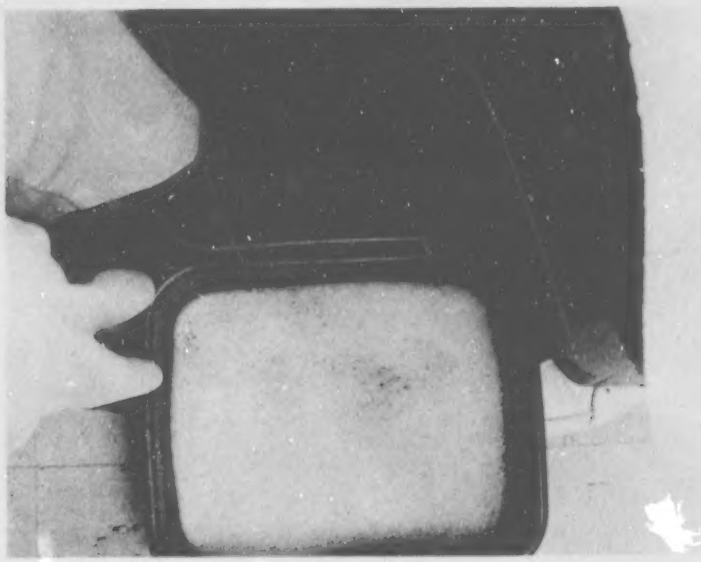
I. Make sure the completed table gives a neat and orderly appearance (Figure 4)

FIGURE 4

JOB SHEET #1

IV. Procedure for pedicure--Arrange implements and materials in the same manner as for a manicure except place towel on your lap and put two plastic containers on floor between you and patron (Figure 5)

FIGURE 5



(NOTE: One plastic container should be filled with an antiseptic and water. The other plastic container should be filled with a warm, soapy water solution.)

MANICURING AND PEDICURING
UNIT I

JOB SHEET #2--GIVE A REGULAR MANICURE

I. Implements and equipment

A. Manicure table and lamp

B. Manicure stool

C. Chair for patron

D. Finger bowl

E. Emery boards

F. Orangewood sticks

G. Metal pusher

H. Cuticle nippers

I. Nail brush

J. Cuticle scissors

K. Tweezers

L. Sterilizer container

M. Nail file

N. Towel

O. Plastic bag

P. Manicure cushion

II. Materials

A. 70% alcohol

B. Cotton

C. Polish remover

D. Nail whitener

E. Base coat

F. Colored polish

JOB SHEET #2

G. Top coat or sealer coat

H. Alum or styptic powder

I. Hand lotion

J. Cuticle cream

K. Nail cleanser

L. Cuticle remover

M. Abrasive (if needed)

N. Nail drier

III. Procedure

A. Wash hands

B. Assemble all materials and implements

C. Set up manicure table

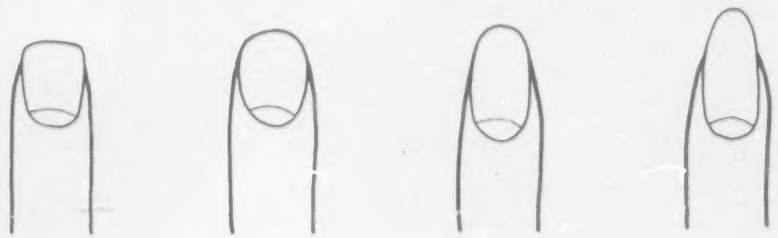
D. Sit with feet flat on the floor, knees together and pointing away from patron

E. Examine nails for disease or disorders

(NOTE: Any nails showing signs of inflammation should not be manicured.)

F. Decide which shape nail would best suit the patron (Figure 1)

FIGURE 1



G. Tear five small pieces of cotton and roll between palms of hands to remove "fuzzies"

(NOTE: If using cotton balls, follow the same procedure.)

JOB SHEET #2

H. Remove old nail polish from patron's left hand

1. Saturate first cotton ball with polish remover and place on little finger of patron's left hand

(NOTE: Apply cotton balls by placing left hand under patron's hand and applying cotton ball with right hand. See Figure 2.)

FIGURE 2

2. Saturate second cotton ball with polish remover and place on ring finger of patron's hand

3. Place other cotton balls on each finger in sequence to thumb

4. Place thumb of right hand on patron's little finger

5. Place fingers under patron's little finger

JOB SHEET #2

6. Slide cotton ball in a downward movement applying firm pressure (Figure 3)

FIGURE 3

7. Remove cotton balls from each finger on left hand in sequence to thumb

8. Place used cotton balls in plastic bag on side of manicure table

I. File nails on left hand

1. Hold file with thumb under and four fingers over the upper surface (Figure 4)

FIGURE 4

JOB SHEET #2

2. Hold patron's little finger between the thumb and first two fingers of left hand, placing the file slightly under the free edge (Figure 5)

FIGURE 5

(CAUTION: Never file in a seesaw manner. Always file from corner to center of nail. Never file too deeply into corners of nail; breakage could result. If nail surface is rough, it may be smoothed by using the fine light side of an emery board in a downward movement or by buffing.)

3. Continue filing procedure until left hand is completely shaped in sequence

J. Apply cuticle softener around nails of left hand using brush or orangewood stick with cotton tip and working from little finger to thumb

K. Place fingers in bath

L. Tear five pieces of cotton and roll to remove "fuzzies"

M. Remove old polish from right hand

1. Place saturated cotton ball on little finger and proceed directly to ring finger on right hand

2. Continue the application for the rest of the fingers in sequence to thumb

(NOTE: This allows more comfort for you and the patron and there is less chance of smearing the polish with this procedure.)

3. Remove cotton balls from patron's right hand following same procedure used on left hand

4. Place used cotton balls in plastic bag

JOB SHEET #2

N. File nails on right hand, beginning with little finger and working in sequence to thumb

(NOTE: Always clean under patron's nails using an orangewood stick.)

O. Apply cuticle softener around nails on right hand

P. Remove left hand from bath and blot dry (Figure 6)

FIGURE 6

Q. Push cuticle around nails gently on left hand, beginning from little finger and holding metal pusher in same manner as a pencil and proceeding in sequence to thumb

(NOTE: Avoid pressure at the base of the nail to prevent injury.)

JOB SHEET #2

R. Place the dull flat side of metal pusher flat against the nail groove close to the free edge using firm but gentle pressure and push metal pusher toward base of nail; repeat on the opposite side of the nail (Figure 7)

FIGURE 7

(NOTE: Use nail whitener at this time if needed. Using orangewood stick, place whitener under free edge.)

(CAUTION: Avoid touching whitener to skin; irritation may result.)

S. Hold patron's left hand over the bath and brush nails in a downward movement (Figure 8)

FIGURE 8

T. Blot nails on left hand dry

U. Move bath to patron's right and place right hand in bath

V. Nip cuticle on left hand beginning at little finger

1. Place cutting edge on dead cuticle working from free edge to base

JOB SHEET #2

2. Nip only loose, ragged cuticle (Figure 9)

(NOTE: Cuticle scissors may be used.)

FIGURE 9

W. Apply cuticle cream to fingers on left hand and massage in cream beginning from little finger

X. Remove right hand from bath and blot dry

Y. Push cuticle gently on right hand using the metal pusher and working from little finger to thumb

(NOTE: Apply whitener at this time if needed. Using orangewood stick, place whitener under free edge.)

(CAUTION: Avoid touching whitener to skin as irritation may result.)

Z. Brush nails on right hand using downward movement

AA. Blot dry

BB. Nip cuticle on right hand, beginning at little finger and nipping only the loose, ragged cuticle

CC. Apply cuticle cream to fingers on right hand and massage in, beginning with the little finger

DD. Apply hand lotion to left hand

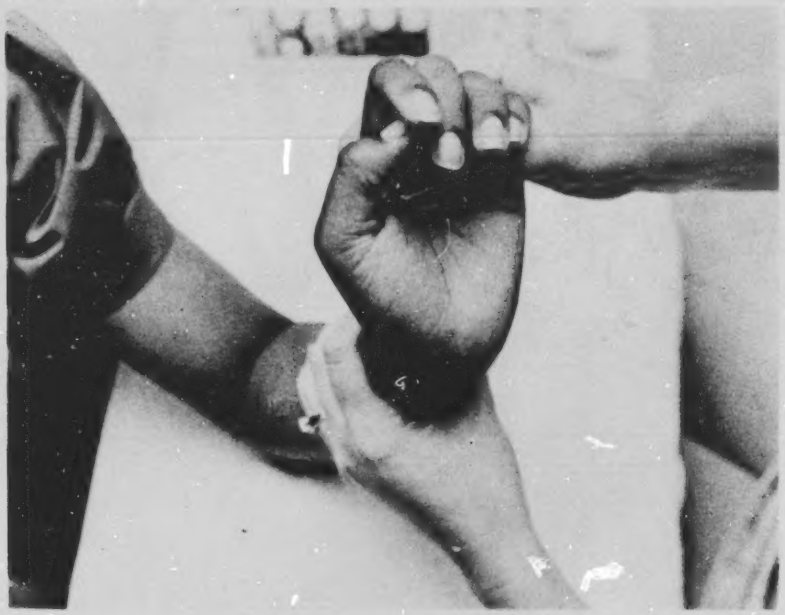
EE. Begin massage

JOB SHEET #2

FF. Hold patron's hand firmly and bend slowly in a back and forth movement (Figure 10)

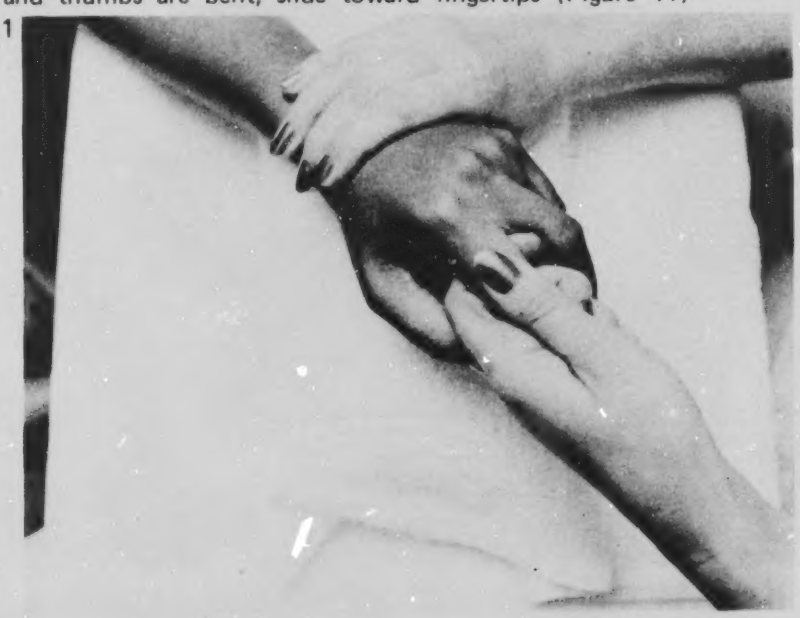
(NOTE: Repeat each massage movement three times.)

FIGURE 10



GG. Grasp each finger and gently bend each finger one at a time; as fingers and thumbs are bent, slide toward fingertips (Figure 11)

FIGURE 11



JOB SHEET #2

HH. Place patron's elbow on table and massage palm with cushions of fingertips (Figure 12)

FIGURE 12

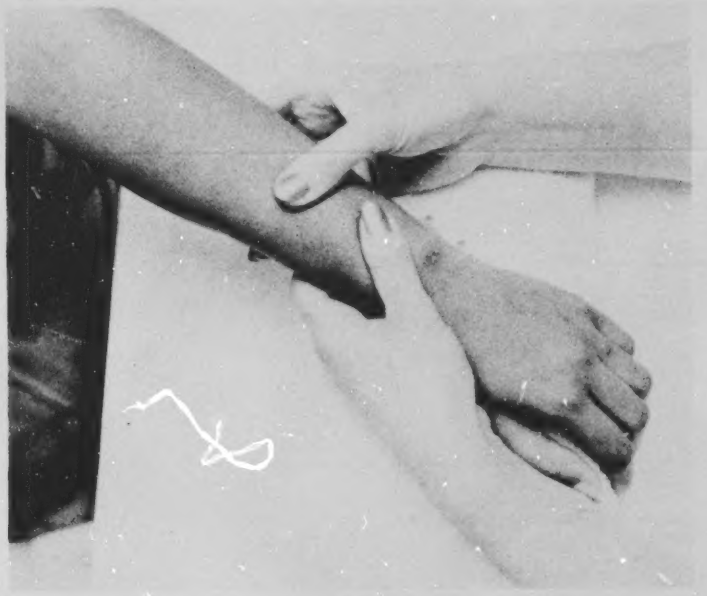
II. Hold patron's hand and massage in circular movements (Figure 13)

FIGURE 13

JOB SHEET #2

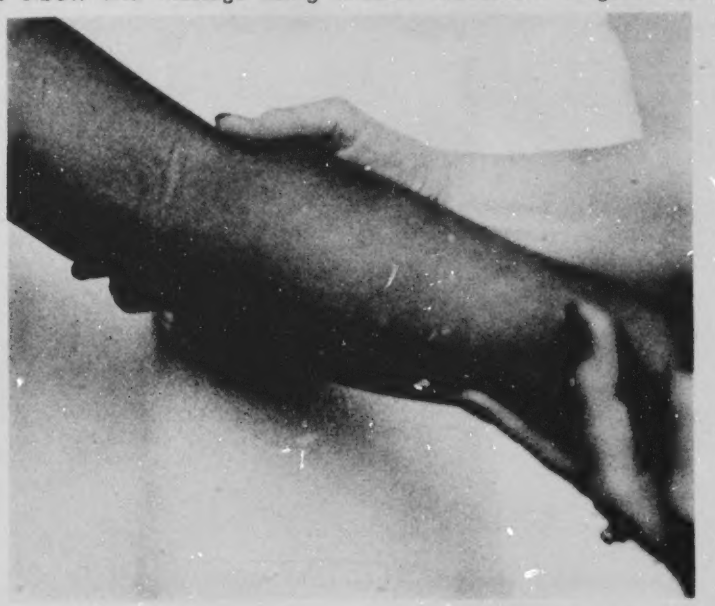
JJ. Turn patron's palms downward, placing your thumbs on the top of the wrist and your fingers on the inside; massage to elbow using circular movements (Figure 14)

FIGURE 14



KK. Support patron's arm with your left hand; cup your right hand around patron's elbow and massage using circular movement (Figure 15)

FIGURE 15



JOB SHEET #2

LL. Finish massage by tapering each finger, rotating, and squeezing with gentle pressure (Figure 16)

FIGURE 16

MM. Apply hand lotion and massage right hand using same procedure

NN. Use a cotton-tipped orangewood stick to clean creams and oils from nails of both hands, beginning with the little finger on the left hand (Figure 17)

(NOTE: Alcohol or polish remover will remove oils.)

FIGURE 17

OO. Apply base coat, two coats of colored polish, and one coat of sealer

(NOTE: Always make a hairline tip. Refer to Job Sheet #3 for detailed procedure for polishing nails.)

PP. Remove polish from cuticle area around nails

QQ. Clean up work area and sanitize implements

MANICURING AND PEDICURING
UNIT I

JOB SHEET #3--APPLY LIQUID POLISH

I. Implements and equipment

A. Camel hair brush

B. Towel

C. Orangewood stick

II. Materials

A. Cotton

B. Polish remover

C. Base coat

D. Colored polish

E. Top coat or sealer

F. Nail drier (optional)

III. Procedure

A. Wash hands

B. Apply base coat to little finger on left hand

(NOTE: The base coat will make the colored polish adhere more readily, smooth some ridges present on the nail, and aid in preventing the nails from turning yellow from the colored polish.)

C. Hold brush with thumb and index finger; steady the hand on the little finger (Figure 1)

FIGURE 1

JOB SHEET #3

D. Make long, even strokes from base through free edge of nail

E. Stroke down the center of the nail and then proceed to polish one side and the other, turning the finger to make application easier (Figure 2)

FIGURE 2

F. Complete the base coat on the left hand

G. Proceed to the right hand, applying base coat to the little finger and proceeding directly to the thumb

(NOTE: This procedure allows for less chance of smearing the polish.)

H. Test base coat by lightly touching nail with tip of forefinger

(NOTE: If nail is slippery, polish is dry and ready for second coat.)

I. Apply desired color to both hands in same manner as base coat

(NOTE: A long, thin nail will appear shorter if the half-moon is left unpolished. A short nail will appear to be more slender if a narrow line on either side of the nail is left unpolished.)

J. Test colored polish for dryness

K. Apply second coat in same manner, taking a hairline tip after each nail is polished by wiping thumb in one movement across free edge of nail

(NOTE: This seals polish and aids in prevention of chipping.)

L. Apply top coat or sealer coat on top surface of nail and across free edge of nail

(NOTE: Top coat or sealer coat dries rapidly so it must be applied quickly.)

JOB SHEET #3

M. Clean around cuticle of nail to remove excess polish by using an orangewood stick dipped in polish remover

N. Spray nail drier on both hands

(NOTE: This step is optional.)

MANICURING AND PEDICURING
UNIT I

JOB SHEET #4--GIVE A HOT OIL MANICURE

I. Implements and equipment

A. Manicure table with lamp

B. Manicure stool

C. Chair for patron

D. Emery boards

E. Orangewood sticks

F. Cuticle scissors

G. Sterilizer container

H. Nail file

I. Electric heater with paper liner

J. Metal pusher

K. Plastic bag

L. Manicure cushion

M. Tweezers

II. Materials

A. 70% alcohol

B. Cotton

C. Polish remover

D. Nail whitener

E. Base coat

F. Colored polish

G. Top coat or sealer coat

H. Alum or styptic powder

I. Hand lotion or oil for heater

JOB SHEET #4

J. Abrasive

K. Disinfectant

L. Nail drier

III. Procedure

A. Wash hands

B. Assemble all materials

C. Set up manicure table and plug in electric heater

D. Examine patron's hands

E. Give manicure using same procedure as regular manicure

(NOTE: Instead of placing patron's fingers in finger bowl, place them in heated oil. The massage will be given immediately upon removal from heated oil. Heated oil is used in place of cuticle remover and cuticle cream in a hot oil manicure. Be sure to remove oil from nails before applying polish.)

F. Apply polish using same procedure for regular manicure

G. Spray nail drier on nails

H. Clean work area

MANICURING AND PEDICURING
UNIT I

JOB SHEET #5--GIVE A PEDICURE

I. Implements and equipment
   A. Manicure table with lamp
   B. Manicure stool
   C. Chair for patron
   D. Emery boards
   E. Orangewood sticks
   F. Toenail nippers
   G. Cuticle nippers
   H. Cuticle scissors
   I. Sterilizer container
   J. Plastic containers large enough for feet, 2
   K. Nail file
   L. Towels, 3
   M. Plastic bag
   N. Pumice stone

II. Materials
   A. 70% alcohol
   B. Cotton
   C. Polish remover
   D. Base coat
   E. Colored polish
   F. Top coat or sealer coat
   G. Alum or styptic powder
   H. Hand lotion or foot lotion
   I. Cuticle cream

JOB SHEET #5

J. Nail cleanser

K. Cuticle remover

L. Disinfectant

III. Procedure

A. Wash hands

B. Cleanse table with disinfectant

C. Prepare table

D. Prepare plastic containers for feet

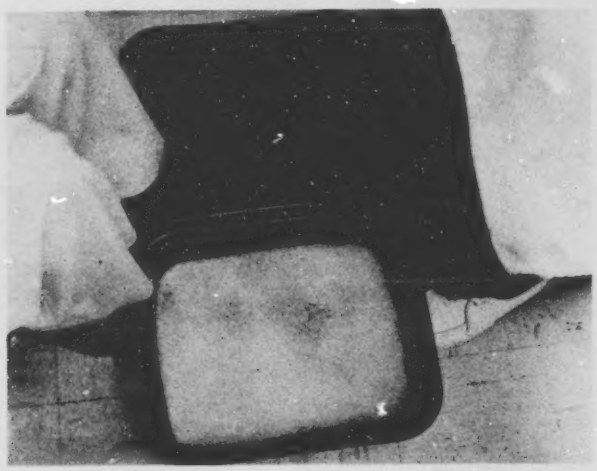
1. Place disinfectant and warm water in one container

(NOTE: Disinfectant mixture may need to be strong.)

2. Place nail cleanser and warm water in the other container

E. Place containers on floor between you and patron (Figure 1)

FIGURE 1



F. Check patron's feet for disorders

G. Place one towel in your lap, fold one and lay on manicure table until ready for use, and lay one towel on the floor for patron to rest feet

H. Place both of patron's feet in disinfectant container and let them soak for about 15 to 20 seconds

JOB SHEET #5

I. Remove feet from bath and blot

1. Place left foot on towel on the floor
2. Place right foot on towel in lap
3. Blot right foot and place on towel on floor
4. Place left foot on towel in lap and blot dry

(NOTE: Left foot will remain in lap to begin pedicure procedure.)

J. Tear ten cotton balls and roll between palms of hands

K. Saturate one cotton ball at a time and place on toenails of patron's left foot, beginning with big toe and proceeding in sequence to little toe

L. Remove old polish from nails by applying firm pressure; place thumb on top of toes and fingers underneath; slide cotton in a downward movement

(NOTE: Place used cotton balls in plastic bag.)

M. Complete procedure on each toenail of the left foot

N. File toenails on left foot beginning at big toe and using the heavy side of emery board (Figure 2)

(NOTE: Do not file into corners. Shape nails straight across. Place solvent under free edge.)

FIGURE 2

JOB SHEET #5

O. Place left foot in warm, soapy bath (Figure 3)

FIGURE 3

P. Apply saturated cotton balls to toenails of right foot following same procedure as for left foot

Q. File toenails on right foot beginning with big toe

R. Apply pumice stone to rough area on left foot while foot remains in bath

S. Remove left foot from bath and place in lap to dry

T. Place right foot in bath

U. Apply cuticle softener to toenails on left foot

V. Push cuticle of toenails on left foot using orangewood stick

W. Nip loose or ragged cuticles from toenails on left foot

X. Massage cuticle cream around toenails of left foot

Y. Apply pumice stone to rough areas on right foot while foot remains in bath

Z. Remove right foot from bath and blot dry

AA. Apply cuticle softener to right foot

BB. Push cuticle on right foot using an orangewood stick

CC. Nip loose or ragged cuticles on toenails of right foot

DD. Massage cuticle cream into toenails of right foot

EE. Rinse feet by placing one foot at a time in the disinfectant solution

JOB SHEET #5

FF. Blot left foot dry; blot right foot dry

GG. Apply hand or foot lotion and massage feet, beginning with left foot and repeating each movement three times; proceed to right foot

HH. Apply circular movement with fingertips on top of foot (Figure 4)

FIGURE 4

II. Massage each toe with a circular and bending movement (Figure 5)

FIGURE 5

JOB SHEET #5

JJ. Place the left hand on the ankle and the right hand on the ball of the foot and rotate foot about six times (Figure 6)

FIGURE 6

KK. Massage from heel using circular movements down to toes (Figure 7)

FIGURE 7

JOB SHEET #5

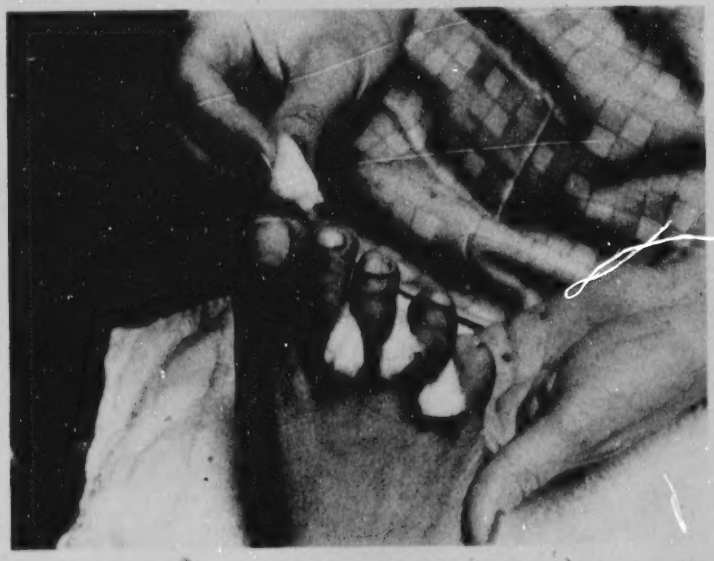
LL. Cleanse lotion from toenails using a cotton-tipped orangewood stick (Figure 8)

FIGURE 8

(NOTE: Dip orangewood stick in alcohol or polish remover to remove lotion.)

MM. Place rolled cotton balls between each toe on both feet (Figure 9)

FIGURE 9



(NOTE: This prevents toes from overlapping and smearing polish.)

JOB SHEET #5

NN. Polish toenails on both feet (Figure 10)

FIGURE 10

OO. Allow polish to thoroughly dry before removing cotton

PP. Apply talc or skin freshener to both feet

QQ. Clean work area and sanitize implements

MANICURING AND PEDICURING
UNIT I

JOB SHEET #6--REPAIR SPLIT OR BROKEN NAILS

I. Implements and equipment
   A. Orangewood stick
   B. Towel
   C. File
   D. Emery board
   E. Cuticle scissors
   F. Sterilizer container
   G. Manicure table and lamp
   H. Manicure stool
   I. Chair for patron
   J. Cuticle nippers
   K. Finger bowl
   L. Metal pusher
   M. Nail brush
   N. Towels
   O. Plastic bag
   P. Manicure cushion

II. Materials
   A. Cotton
   B. Nail mend paper
   C. Nail mend liquid
   D. Polish remover
   E. Base coat
   F. Colored polish

JOB SHEET #6

G. Top coat or sealer coat

H. Disinfectant

I. 70% alcohol

J. Alum

K. Hand lotion

L. Cuticle cream

M. Cuticle remover

N. Nail cleanser

O. Nail drier

III. Procedure

A. Wash hands

B. Give regular manicure, omitting polish steps

C. Repair split nails

1. Brush split area of nail with fine (light) side of emery board

(NOTE: Roughness will help paper to adhere more readily.)

2. Tear small piece of mending tissue

(NOTE: Blunt edges do not adhere as well as torn edges.)

3. Place mending tissue on a flat surface and begin brushing with mending liquid until paper is transparent

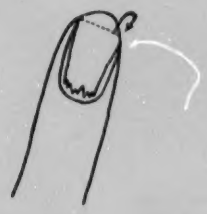
4. Apply mending liquid to nail

5. Pick up mending tissue with brush from mending liquid or with orangewood stick

JOB SHEET #6

4. Dip orangewood stick into polish remover and gently turn ends of cotton back over the nail tip (Figure 4)

FIGURE 4



(NOTE: Be sure edges of break are covered.)

5. Place a saturated strip of mending tissue diagonally across the nail and tuck the tissue in at the corners beneath the stub of the nail (Figure 5)

FIGURE 5

(NOTE: Saturate mending strip with nail mend liquid.)

6. Smooth surface of nail using fingertips or orangewood stick moistened with polish remover

7. Allow nail to dry thoroughly

8. Polish nail using procedure for regular manicure

9. Clean work area and sanitize implements

JOB SHEET #6

6. Place mending tissue over split (Figure 1)

FIGURE 1

7. Tuck tissue under free edge using orangewood stick
8. Repeat procedure if required
9. Allow nail to dry thoroughly
10. Polish nails using same procedure as for regular manicure
11. Clean work area and sanitize implements

D. Repair broken nails

1. Saturate thin wisp of cotton with mending liquid
2. Place cotton over nail extending over broken edge (Figure 2)

FIGURE 2

3. Place broken tip in place over the cotton (Figure 3)

FIGURE 3

MANICURING AND PEDICURING
UNIT I

JOB SHEET #7--APPLY PLASTIC NAILS

I. Implements and equipment

A. Nail scissors

B. Nail file

C. Emery board

D. Plastic nails

E. String

F. Manicure table and lamp

G. Manicure stool

H. Chair for patron

I. Finger bowl

J. Orangewood sticks

K. Metal pusher

L. Cuticle nippers

M. Nail brush

N. Sterilizer container

O. Towels

P. Plastic bag

Q. Manicure cushion

II. Materials

A. Glue

B. Base coat

C. Color polish

D. Top coat or sealer coat

E. Warm water

F. Polish remover

JOB SHEET #7

G. Alum or styptic powder

H. 70% alcohol

I. Hand lotion

J. Cuticle cream

K. Cuticle remover

L. Disinfectant

M. Nail drier

III. Procedure

A. Wash hands

B. Give regular manicure, omitting polish steps

C. Place plastic nails in warm water to make them more pliable

D. Place plastic nails on patron's nails for measurement

E. Trim plastic nails to desired size

F. File nails to desired shape

G. Apply glue to plastic nail

(NOTE: Be generous with the glue.)

H. Apply glue to patron's nails

I. Place plastic nail over patron's nail

J. Hold plastic nail firmly, pressing around the edges

K. Hold the plastic nail until glue begins to adhere

L. Remove any excess glue from finger using orangewood stick

JOB SHEET #7

M. Wrap string around plastic nail to prevent slippage, beginning at base and working to free edge and back to base of nail (Figure 1)

FIGURE 1

(CAUTION: Avoid wrapping string too tight.)

N. Allow glue to harden before moving string

O. Polish nail using procedure for regular manicure

P. Clean work area and sanitize implements

MANICURING AND PEDICURING
UNIT I

JOB SHEET #8--APPLY SCULPTURE NAILS

I. Implements and equipment

A. Emery boards

B. Nail file

C. Eye dropper

D. Manicure table and lamp

E. Manicure stool

F. Chair for patron

G. Finger bowl

H. Orangewood sticks

I. Metal pusher

J. Cuticle nippers

K. Nail brush

L. Sterilizer container

M. Towels

N. Plastic bag

O. Manicure cushion

II. Materials

A. 70% alcohol

B. Cotton

C. Polish remover

D. Base coat

E. Color polish

F. Top coat or sealer coat

G. Alum or styptic powder

JOB SHEET #8

H. Hand lotion

I. Cuticle cream

J. Nail cleanser

K. Cuticle remover

L. Disinfectant

M. Nail drier

N. Nail molds

O. Sculpture nail powder

P. Sculpture nail liquid

III. Procedure

A. Wash hands

B. Give regular manicure, omitting the polish steps

(CAUTION: Do not apply sculpture nails if infection is present.)

C. Brush the surface of each nail on both hands with the fine side (light side) of an emery board, using a back and forth movement

(NOTE: The rough surface causes the solution to adhere more readily.)

D. Measure molds to patron's fingers for proper fit

(NOTE: Reshape molds with an emery board if needed.)

E. Fill mold two-thirds full of sculpture nail powder

F. Use an eye dropper and slowly saturate powder with sculpture nail liquid

(NOTE: Four to six drops is usually sufficient.)

G. Test mixture to be sure it is not too thin by rocking the mold gently in a back and forth motion

H. Place mold first against the base of the nail and then gently place mold against rest of nail

I. Hold mold in place for several seconds

(CAUTION: Do not apply pressure to mold; mixture will seep out.)

JOB SHEET #8

J. Wipe any excess sculpture nail mixture away immediately

K. Allow nail molds to remain in place for about fifteen minutes

(NOTE: Recheck position of mold to see if excess mixture has been removed.)

L. Begin same procedure for next nail

M. Lift nail mold off gently using the tab on the mold

(NOTE: A crackling sound may be heard if mixture is completely dry. Be sure mixture is completely dry before removing mold.)

N. File new nails after entire procedure has been completed on both hands

O. Polish nails in regular manner

P. Clean work area and sanitize implements

MANICURING AND PEDICURING
UNIT I

JOB SHEET #9--APPLY BRUSH-ON NAILS

I. Implements and equipment

- A. Emery boards
- B. Nail file
- C. Manicure table and lamp
- D. Manicure stool
- E. Chair for patron
- F. Finger bowl
- G. Orangewood sticks
- H. Metal pusher
- I. Cuticle nippers
- J. Nail brush
- K. Sterilizer container
- L. Towels
- M. Plastic bags
- N. Manicure cushion
- O. Small camel hair brush or artist paintbrush (#9)
- P. Paper towels
- Q. Fine weight sandpaper, 400 to 600 grain
- R. Electric file (optional)

II. Materials

- A. 70% alcohol
- B. Cotton
- C. Polish remover
- D. Base coat
- E. Color polish

JOB SHEET #9

F. Top coat or sealer coat

G. Alum or styptic powder

H. Hand lotion

I. Cuticle cream

J. Nail cleanser

K. Cuticle remover

L. Disinfectant

M. Nail drier

N. Nail protective shields

O. Brush-on powder

P. Brush-on liquid

Q. Cuticle oil

III. Procedure

A. Wash hands

B. Give regular manicure, omitting the polish steps

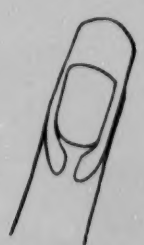
(CAUTION: Do not apply brush-on nails if infection is present.)

C. Roughen the surface of each nail on both hands with the fine side of an emery board, using a back and forth movement

(CAUTION: Roughening the surface causes the mixture to adhere more readily. If nails are not roughened enough, new nails will not adhere.)

D. Place protective shields firmly under each nail (Figure 1)

FIGURE 1



JOB SHEET #9

E. Pour small amount of liquid brush-on in its own lid

F. Pour small amount of powdered brush-on mixture in its own lid

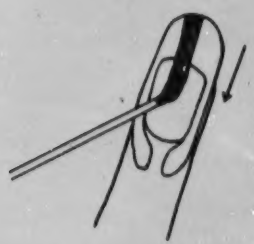
G. Dampen artist brush in liquid brush-on and then immediately into powdered brush-on mixture

(NOTE: If an excess amount clings to artist's brush, gently dab brush on paper towel.)

(CAUTION: Always clean brush on towel before replacing in liquid to prevent solution from hardening on brush.)

H. Brush mixture on nail of little finger on left hand, beginning at tip to form a free edge and working toward the base with an upward movement (Figure 2)

FIGURE 2



I. Apply enough mixture to form thickness of nail as well as length desired

(NOTE: Brush-on nails must be applied heavier at the tip where nails meet than the natural nail in order to prevent breakage.)

J. Apply mixture to remaining nails on left hand using same procedure

(NOTE: Brush must be remoistened for every nail.)

K. Begin same procedure on right hand while left hand is drying

L. Allow nails to dry for fifteen to twenty minutes

(NOTE: Test hardness of new nail by lightly tapping the surface of the nail.)

M. Remove protective shield after nails have dried, beginning on first finger in which solution was applied

JOB SHEET #9

N. File nails to desired shape by filing free edge and smoothing the top with the dark side (heavy side) of an emery board or fingernail file and filing with sandpaper to remove emery board marks

(NOTE: Brush-on nails may require filing with a seesaw motion due to strength of nail.)

O. Smooth nails using an electric file

(NOTE: This step is optional.)

P. Finish smoothing nails using a fine sandpaper

Q. Apply cuticle oil around the nails

R. Wash and dry hands and nails thoroughly to remove all residue

S. Apply polish as you would for a regular manicure

(NOTE: Apply a base coat to prevent staining.)

T. Clean work area and sanitize implements

MANICURING AND PEDICURING
UNIT I

JOB SHEET #10--GIVE A MAN'S MANICURE

I. Implements and equipment
   A. Manicure table and lamp
   B. Manicure stool
   C. Chair for patron
   D. Finger bowl
   E. Emery boards
   F. Orangewood sticks
   G. Metal pusher
   H. Cuticle nippers
   I. Nail brush
   J. Cuticle scissors
   K. Tweezers
   L. Nail file
   M. Towel
   N. Plastic bag
   O. Manicure cushion
   P. Buffer

II. Materials
   A. 70% alcohol
   B. Cotton
   C. Nail whitener
   D. Cream or powder polish
   E. Alum or styptic powder
   F. Hand lotion

JOB SHEET #10

G. Cuticle cream

H. Cuticle remover

I. Nail cleanser

J. Abrasive (optional)

K. Clear polish (optional)

III. Procedure

A. Wash hands

B. Give regular manicure, omitting polish steps

(NOTE: When filing men's nails, file straight across or slightly rounded to prevent breakage.)

C. Apply cream polish to nails or powder polish to buffer

D. Buff nails beginning on thumb of left hand

(NOTE: Hold buffer in right hand with thumb and index finger on one side of handle, middle finger placed on top of buffer, and ringfinger and little finger on other side of handle. See Figure 1.)

(CAUTION: Nails are always buffed in one direction, using a downward stroke and lifting buffer after each stroke to prevent friction.)

FIGURE 1

JOB SHEET #10

E. Continue buffing procedure on right hand beginning with thumb

(NOTE: If clear polish is to be applied, remove all residue from nails using cotton-tipped orangewood stick dipped in alcohol or polish remover.)

F. Polish nails according to regular procedure

G. Clean work area and sanitize implements

MANICURING AND PEDICURING
UNIT I

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions. (Answers to "a" through "o" are on this page.)

_____a.	Lacking perfection; not perfect	1. Cuticle cream
_____b.	Astringent used to stop bleeding	2. Powder or paste polish
_____c.	Antiseptic used to sanitize implements	3. Styptic powder
_____d.	Acetone solution used to dissolve old nail polish on nails	4. Metal pusher
_____e.	Solvent used to aid in the removal of dead cuticle	5. Irregular
_____f.	Mixture of fat or wax used in the care and treatment of dry cuticle	6. Lacquer
_____g.	Type of nail polish used in manicuring and pedicuring that can be either clear or colored	7. 70% alcohol
_____h.	Mild abrasive used when buffing nails to give gloss to nails	8. Nail strengthener
_____i.	Solution brushed on nail to add strength and hardness to the nail	9. Alum
_____j.	Final protective coat sprayed on the nails after completion of manicure	10. Nail drier
_____k.	Astringent used to stop bleeding	11. Orangewood stick
_____l.	Metal implement used to push and loosen dead cuticle	12. Polish remover
_____m.	Implement used to trim ragged cuticle or hangnail	13. Cuticle softener
_____n.	Implement with a removable chamois pad used to give a gloss or shine to nails	14. Buffer
_____o.	Implement used to loosen cuticle or for applying or removing cream	15. Cuticle nippers

(Answers to "p" through "dd" are on this page.)

_____p. Solution used to thin polish that has thickened

_____q. Granular substance used to smooth irregular ridges on the nail; usually a pumice powder

_____r. That portion of the nail that extends over the fingertip

_____s. To hold fast; stick to something

_____t. Process of sealing the polish using the thumb

_____u. Solvent which softens dead cuticle so that it may be removed

_____v. Process of forming new, artificial nail over existing nail by molding a cementing solution that forms the new nail

_____w. Process of forming new, artificial nail by applying cementing solution to existing nail with a brush

_____x. Process of nail care using water, cuticle cleanser, and implements

_____y. Nail root

_____z. Portion of the nail that usually contains the half-moon

____aa. Sign of infection; usually red area containing pus

____bb. Contagious condition that can be spread from person to person

____cc. Implement used to file or shape the free edge of a nail

____dd. Hardened volcanic substance used for manicure buffing

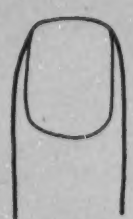
16. Free edge
17. Polish solvent
18. Cuticle solvent
19. Brush-on nail
20. Nail base
21. Sculpture nail
22. Regular manicure
23. Matrix
24. Inflammation
25. Infection
26. Emery board
27. Hairline tip
28. Abrasive
29. Pumice stone
30. Adhere

2. Identify the most common shapes for manicuring women's nails by writing the correct names in the blanks provided.

a. _____ b. _____

c. _____ d. _____

3. Identify the most common shapes for manicuring men's nails by writing the correct names in the blanks provided.



a. _____ b. _____

4. Match the supplies used in manicuring and pedicuring on the right to the correct functions.

_____a. Removes dirt or stain from nails

_____b. Dissolves polish on nails

_____c. Softens skin around the nail to aid removal of dead cuticle

_____d. Treats dry and brittle cuticle

_____e. Keeps the tips of nails under free edge from appearing yellow

_____f. Forms a hard gloss; may add color to nails

_____g. Thins nail polish that has thickened

_____h. Gives gloss to the nail when buffed

_____i. Gives nails added strength

_____j. Gives tough, protective finish to lacquered nails

_____k. Aids in preventing stains and causes polish to adhere more readily

_____l. Seals nail polish and prevents it from chipping or cracking

_____m. Smooths irregular nail ridges

_____n. Replaces natural oils lost from the skin and keeps skin soft

_____o. Treats severely damaged cuticles and hands

_____p. Stops bleeding during a manicure

_____q. Antiseptic astringent used to stop bleeding

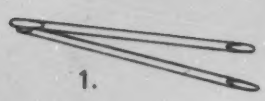
_____r. Keeps metal manicure implements sterilized during manicure

_____s. Softens cuticle to allow easy removal

1. Nail strengthener
2. Hand lotion
3. Alum
4. Nail drier
5. Cuticle solvent
6. Styptic powder
7. Nail cleanser
8. Solvent
9. Nail whitener
10. Polish remover
11. Powder or paste polish
12. 70% alcohol
13. Base coat
14. Abrasive
15. Hot oil
16. Lacquer
17. Cuticle oil
18. Cuticle cream
19. Top coat

5. Identify the following implements and equipment used in manicuring and pedicuring by placing the number of the item in the blank next to its correct name.

_____a. Nail file
_____b. Metal pusher
_____c. Finger bowl
_____d. Emery board
_____e. Cuticle scissors
_____f. Hot oil heater
_____g. Cuticle nippers
_____h. Nail buffer
_____i. Tweezers
_____j. Plastic container for footbath
_____k. Nail brush
_____l. Sterilizer container
_____m. Toenail nippers
_____n. Orangewood stick


1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

6. Match the equipment and implements on the right to the correct functions.

_____a. Shapes free edge of nail

_____b. Shapes and bevels free edge of nail

_____c. Applies solutions around the cuticle of the nail and aids in loosening the dead cuticle

_____d. Trims excess cuticle around nail

_____e. Brushes away loosened and dead cuticle; cleanses nails

_____f. Pushes and loosens cuticle around nail

_____g. Trims excess cuticle from around nail

_____h. Adds gloss to nails when used with a powder or paste

_____i. Removes small bits of cuticle from around nail

_____j. Stores metal implements during the manicure

_____k. Contains soapy water in which nails are soaked

_____l. Heats oil or lotion for manicure

_____m. Clips cuticle on toes

_____n. Contains antiseptic and warm, soapy water solution in which feet are soaked while being pedicured

1. Toenail nippers
2. Sterilizer container
3. Nail buffer
4. Cuticle scissors
5. Nail file
6. Metal pusher
7. Orangewood stick
8. Emery board
9. Cuticle nippers
10. Nail brush
11. Foot bath container
12. Hot oil heater
13. Finger bowl
14. Tweezers

7. Distinguish between a regular (R) and man's (M) manicure by placing the correct letter in the blanks provided.

_____a. Warm, soapy water is used to cleanse and soak the nails; cuticles are pushed and nipped and hands are massaged; liquid polish is applied to gloss the nail, smooth ridges, prevent yellowing, and make the nails more resistant to breakage

_____b. Warm, soapy water is used to cleanse and soak the nails; cuticles are pushed and nipped and hands are massaged; buffer is generally used with a cream or powder polish

8. Discuss in writing hot oil manicuring.

_____

_____

_____

_____

_____

_____

_____

9. Identify disorders of the nails in the following illustrations by placing the number of the illustration in the blank next to its correct name.

_____a. Corrugations

_____b. Furrows

_____c. Leukonychia

_____d. Blue nail

_____e. Hypertrophy (onychauxis)

_____f. Atrophy

_____g. Pterygium

_____h. Onychophagy

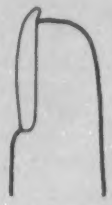
_____i. Onychorrhexis

_____j. Agnail

_____k. Eggshell nail

1.

2.



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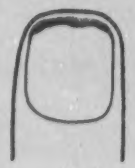

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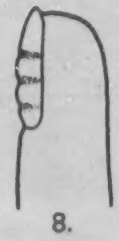


8.

9.

10.

11.

10. Match the nail disorders on the right to the correct causes.

_____a. Wavy ridge caused by an uneven growth of nails due to illness

_____b. Depression caused by illness, nutritional problem, or injury

_____c. White spots caused by injury

_____d. Overgrowth in thickness of nails caused by infection

_____e. Condition caused by poor blood circulation or heart disorder

_____f. Wasting away caused by injury or disease

_____g. Forward growth of cuticle caused by lack of proper nipping

_____h. Split or brittle nails caused by injury, careless filing, excessive use of solvents or polish removers, or a glandular disorder

_____i. Bitten nails caused by nervous habit

_____j. Hangnail caused by dry cuticles, cutting off too much cuticle, and improper trimming of cuticle

_____k. Thin nails caused by chronic illness, nerves, or a systemic disturbance

1. Leukonychia
2. Onychorrhexis
3. Blue nail
4. Agnail
5. Pteryguim
6. Corrugation
7. Hypertrophy (onychauxis)
8. Furrow
9. Onychophagy
10. Atrophy
11. Eggshell nail

11. Identify the diseases of the nail that are illustrated below by placing the number of the disease in the blank next to its correct name.

_____a. Onychophyma

_____b. Onychocryptosis

_____c. Onychoptosis

_____d. Onycholysis

_____e. Onychia

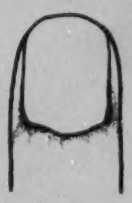
_____f. Onychomycosis (tinea unguium)

_____g. Onychogryposis

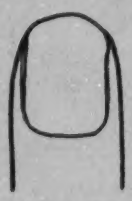
_____h. Onychophosis

_____i. Paronychia (felon)

1.



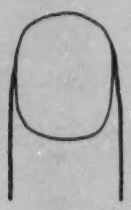
2.



3.

4.

5.



6.

7.

8.

9.

12. Match the nail diseases on the right to their correct symptom and cause. (One symptom and cause may have more than one disease name.)

_____a. Ringworm of the nail which is caused by a vegetable parasite and is infectious

_____b. Inflammation surrounding the nail caused by a bacterial infection

_____c. Inflammation of the nail matrix caused by bacterial infection or improperly sanitized implements

_____d. Ingrown nail caused by improper filing and neglect

_____e. Periodic shedding of nails caused by diseases such as syphilis

_____f. Loosening of nail caused by an internal body disorder

_____g. Swelling of the nail caused by an inflammation

_____h. Growth of horny epithelium in nail bed caused by inflammation

_____i. Enlarged curvature of nails caused by injury or illness

1. Onychoptosis
2. Onychia
3. Onychogryposis
4. Paronychia (felon)
5. Onychomycosis (tinea unguium)
6. Onychophosis
7. Onychocryptosis
8. Onychophyma
9. Onycholysis

13. Select from the list below safety rules to observe while giving a manicure or pedicure.

_____a. Do not work on hands or feet that have a contagious disease or that are inflamed

_____b. Use the coarse (dark) side of the emery board for fingernails and the fine (light) side for toenails

_____c. Apply an antiseptic to injured skin

_____d. Do not file too deeply into corners of nails

_____e. Recap all bottles immediately after use to avoid spills

_____f. Avoid storing manicuring and pedicuring products near an open flame

_____g. File from center to corner of nail to prevent splits

_____h. Apply friction during the buffing procedure

_____i. Label all containers

_____j. Clip all cuticle from around nails

_____k. Avoid handling glass bottles with wet hands

_____l. Handle sharp implements carefully

_____m. Dull sharp implements using an emery board

_____n. Do not apply too much pressure at the base of the nail

14. List six sanitary measures to observe while giving a manicure or pedicure.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

f. _____

_____

15. Demonstrate the ability to:

a. Arrange implements and materials for a manicure and pedicure.

b. Give a regular manicure.

c. Apply liquid polish.

d. Give a hot oil manicure.

e. Give a pedicure.

f. Repair split or broken nails.

g. Apply plastic nails.

h. Apply sculpture nails.

i. Apply brush-on nails.

j. Give a man's manicure.

(NOTE: If these activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

MANICURING AND PEDICURING
UNIT I

ANSWERS TO TEST

1.

a. 5	i. 8	q. 28	x. 22
b. 3	j. 10	r. 16	y. 23
c. 7	k. 9	s. 30	z. 20
d. 12	l. 4	t. 27	aa. 24
e. 13	m. 15	u. 18	bb. 25
f. 1	n. 14	v. 21	cc. 26
g. 6	o. 11	w. 19	dd. 29
h. 2	p. 17		

2.
a. Square
b. Round
c. Oval
d. Pointed

3.
a. Slightly rounded
b. Straight across

4.

a. 7	f. 16	k. 13	p. 3
b. 10	g. 8	l. 19	q. 6
c. 17	h. 11	m. 14	r. 12
d. 18	i. 1	n. 2	s. 5
e. 9	j. 4	o. 15	

5.

a. 10	f. 13	k. 5	
b. 8	g. 11	l. 3	
c. 12	h. 2	m. 4	
d. 9	i. 7	n. 1	
e. 6	j. 14		

6.
a.	5	f.	6	k.	13
b.	8	g.	4	l.	12
c.	7	h.	3	m.	1
d.	9	i.	14	n.	11
e.	10	j.	2		

7. a. R

   b. M

8. Discussion should include:

   a. Hot oil manicures differ from regular manicures only in that the hands are soaked in warm oil rather than warm, soapy water

   b. Oil is heated in a hot oil manicure heater

   c. Cuticle creams and removers are not needed during the hot oil manicure

   d. Hot oil manicures are recommended for dry, brittle cuticles

9.
a.	6	d.	5	g.	2	j.	1
b.	8	e.	9	h.	4	k.	3
c.	11	f.	7	i.	10		

10.
a.	6	e.	3	i.	9
b.	8	f.	10	j.	4
c.	1	g.	5	k.	11
d.	7	h.	2		

11.
a.	6	f.	1
b.	3	g.	8
c.	4	h.	7
d.	5	i.	2
e.	9		

12.
a.	5	d.	7	g.	8
b.	4	e.	1	h.	6
c.	2	f.	9	i.	3

13. a, c, d, e, f, i, k, l, m, n

14. Any six of the following:

    a. Use fresh towel for each patron

    b. Discard emery boards after each use

    c. Sanitize manicure table after each use

    d. Wash hands before and after each patron

    e. Store metal implements in sterilizer container during manicure

    f. Discard all used cotton balls into covered container

    g. Clean top of nail polish bottle with remover before closing lid

    h. Use fresh hot oil liner for each patron

    i. Sterilize all implements after each manicure and store in dry sanitizer cabinet or in closed area until ready for use

15. Performance skills evaluated to the satisfaction of the instructor

NAIL STRUCTURE
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify the parts of a nail and various shapes of nail growth and discuss nail growth This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with nail structure to the correct definitions.
2. Identify parts of the nail.
3. Match parts of the nail to the correct functions.
4. Identify various shapes of nail growth.
5. Discuss characteristics of nail growth.

NAIL STRUCTURE
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

(NOTE: Show examples when possible.)

F. Discuss information and assignment sheets.

G. Survey students' nails to determine type and most common shape among class members.

H. Ask students to survey male and female nails and determine most common shape among each.

I. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Parts of a Nail

2. TM 2--Shapes of Nail Growth

D. Assignment Sheet #1--Identify Parts of a Nail

E. Answers to assignment sheet

F. Test

G. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

B. Barrett, Dean. *The Van Dean Manual: Professional Techniques for Cosmetologists.* rev. ed. Bronx, New York: Milady Publishing Corp., 1974.

C. Dalton, John. *The Professional Cosmetologist.* St. Paul: West Publishing Co., 1976.

D. Kibbe, Constance V. *Standard Textbook of Cosmetology.* Bronx, New York: Milady Publishing Corp., 1972.

NAIL STRUCTURE
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Onyx (ON-yx)--Technical term for *nail*

B. Keratin (KER-a-tin)--Protein substance which forms horny tissue base

C. Nail body--Hard, outer, visible portion of nail

D. Free edge--Portion of nail which extends over tip of finger

E. Nail bed--Area which provides resting place for nail body; contains nerves and blood vessels

F. Matrix (MA-trix)--Inner part of the nail located beneath the root which contains nerves, lymph, and blood vessels

G. Lunula (LU-nu-la)--Light, arc-shaped area located above the matrix at the base of the nail which reflects light, giving it a half-moon appearance

H. Cuticle (CU-ti-cle)--Overlapping skin around the nail

I. Eponychium (ep-o-NY-chi-um)--Extension of cuticle located at base of nail, overlapping the lunula

J. Hyponychium (hy-po-NY-chi-um)--Skin located under the free edge of the nail

K. Perionychium (peri-O-ny-chi-um)--Cuticle surrounding nail border

L. Nail wall--Fold of skin which overlaps the sides of the nail

M. Nail groove--Narrow slit on each side of the nail which moves as the nail grows

N. Mantle (MAN-tle)--Area of skin in which the root is embedded

O. Convex--Curved or rounded outward

P. Concave--Hollowed or rounded inward

Q. Circumflex (CIR-cum-flex)--Bending around

R. Angular (AN-gu-lar)--Sharp-cornered

S. Trapezoid (TRAP-e-zoid)--Sides of nail which grow slightly uneven or not parallel to each other

T. Nail--Appendage of the skin which is a horny translucent plate

INFORMATION SHEET

U. Appendage (ap-PEN-dage)--Extension of a body organ

Examples: Hair, nails, glands

V. Chitinous (CHI-tin-ous)--Hardened or horny material that forms the rigid portion of the nail

W. Calcified (CAL-ci-fied)--Hardened due to the deposits of insoluble lime salts

X. Epithelial (ep-i-THE-li-al)--Cellular tissue or membrane

Y. Bound--Fastened by something; secured

II. Parts of a nail (Transparency 1, Assignment Sheet #1)

A. Free edge

B. Nail body

C. Nail bed

D. Eponychium

E. Nail root

F. Nail matrix

G. Hyponychium

H. Nail groove

I. Nail wall

J. Lunula

III. Parts of a nail and their functions (Transparency 1)

A. Free edge--Protects the hyponychium

B. Nail body--Protects the nail bed area

C. Nail bed--Provides resting place for nail body

D. Eponychium--Overlaps and protects the lunula

E. Nail root--Causes nail growth

F. Nail matrix--Affects shape and size of nail as well as its growth

G. Lunula--Connects matrix and nail

H. Cuticle--Provides protective covering for the eponychium

INFORMATION SHEET

I. Hyponychium--Supports the free edge

J. Perionychium--Surrounds and protects the entire nail border

K. Nail wall--Encloses the side of the nail

L. Nail groove--Guides the nail as it grows

M. Mantle--Protects root area by embedding the root

IV. Shapes of nail growth (Transparency 2)

A. Convex

B. Acorn (flat or arched)

C. Angular

D. Roofed

E. Circumflex

F. Trapezoid

G. Narrow

H. Fan

I. Arched

J. Tubular

K. Olive

L. Date

M. Concave

N. Square

V. Characteristics of nail growth

A. Nail growth is influenced by nutrition, health, disease, and injury

B. Average rate of growth is 3.175 mm (1/8 inch) per month

C. Nails grow faster on the middle finger, in the summer time, and on children

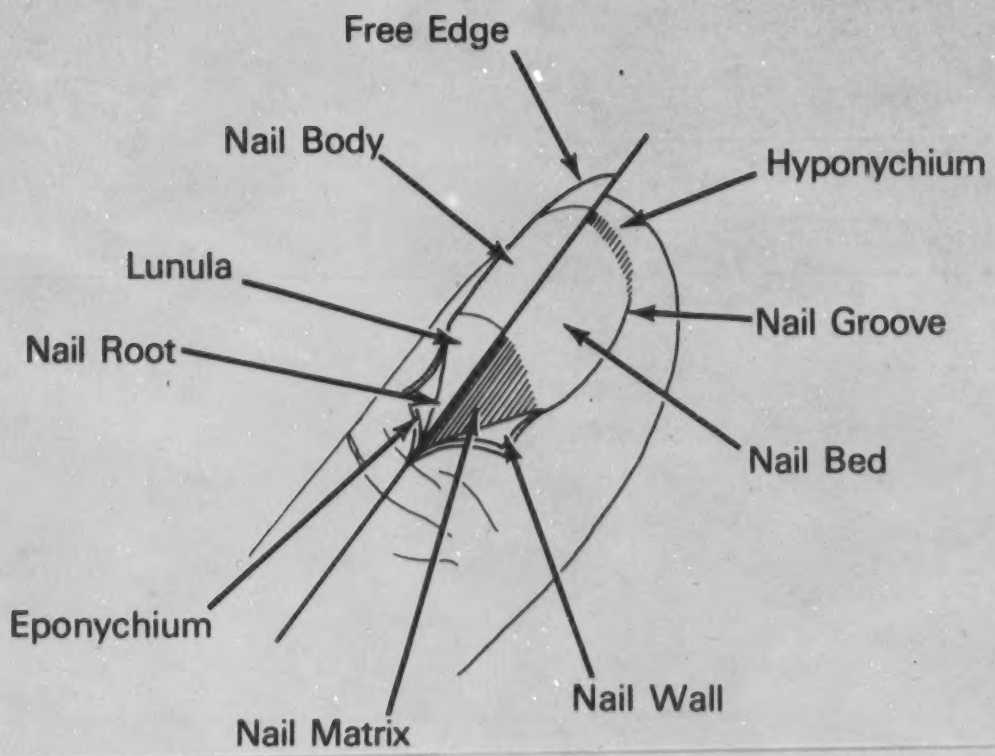
INFORMATION SHEET

D. Fingernails grow more slowly than toenails and are not as thick or hard

E. Nails will grow as long as the matrix remains intact

F. Normal, healthy nails are firm and flexible and are pinkish in color with smooth, unblemished surfaces

Parts of a Nail



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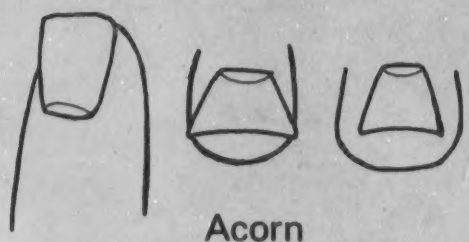
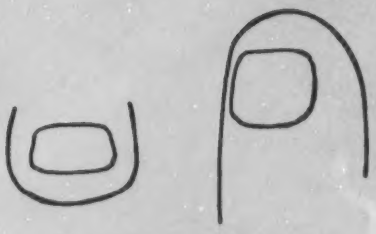
Shapes of Nail Growth

Convex



Acorn
(Flat or Arched)

Angular



Roofed

Circumflex

Trapezoid

Narrow

Fan

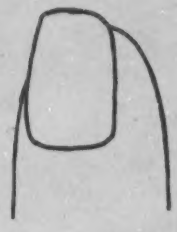
Arched

Tubular

Olive

Date

Concave



Square

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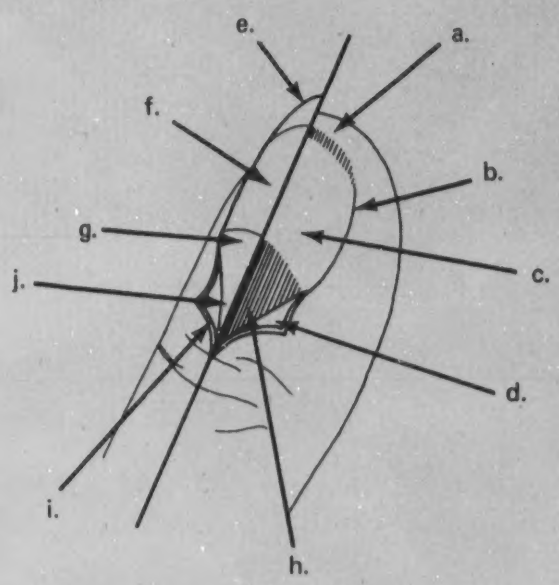
NAIL STRUCTURE
UNIT II

ASSIGNMENT SHEET #1--IDENTIFY PARTS OF A NAIL

The condition of the nail reflects the general health of the body. The cosmetologist must be aware of the structure of the nail to correctly diagnose proper treatments. Identify the following parts of a nail by placing the correct letter in the blanks.

_____ 1. Free edge
_____ 2. Nail body
_____ 3. Nail bed
_____ 4. Eponychium
_____ 5. Nail root
_____ 6. Nail matrix
_____ 7. Hyponychium
_____ 8. Nail groove
_____ 9. Nail wall
_____ 10. Lunula



NAIL STRUCTURE
UNIT II

ANSWERS TO ASSIGNMENT SHEET

1. e
2. f
3. c
4. i
5. j
6. h
7. a
8. b
9. d
10. g

NAIL STRUCTURE
UNIT II

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions. (Answers to "a" through "o" are on this page.)

_____a.	Technical term for *nail*	1. Matrix
_____b.	Protein substance which forms horny tissue base	2. Lunula
_____c.	Hard, outer, visible portion of nail	3. Appendage
_____d.	Portion of nail which extends over tip of finger	4. Free edge
_____e.	Area which provides resting place for nail body; contains nerves and blood vessels	5. Nail groove
_____f.	Inner part of the nail located beneath the root which contains nerves, lymph, and blood vessels	6. Onyx
_____g.	Light, arc-shaped area located above the matrix at the base of the nail which reflects light, giving it a half-moon appearance	7. Nail bed
_____h.	Overlapping skin around the nail	8. Nail body
_____i.	Extension of cuticle located at base of nail, overlapping the lunula	9. Keratin
_____j.	Skin located under the free edge of the nail	10. Eponychium
_____k.	Cuticle surrounding nail border	11. Hyponychium
_____l.	Fold of skin which overlaps the sides of the nail	12. Nail wall
_____m.	Narrow slit on each side of the nail which moves as the nail grows	13. Cuticle
_____n.	Area of skin in which the root is embedded	14. Mantle
_____o.	Extension of a body organ	15. Perionychium

_____p. Hollowed or rounded inward

_____q. Bending around

_____r. Sharp-cornered

_____s. Sides of nail which grow slightly uneven or not parallel to each other

_____t. Appendage of the skin which is a horny translucent plate

_____u. Curved or rounded outward

_____v. Hardened or horny material that forms the rigid portion of the nail

_____w. Hardened due to deposits of insoluble lime salts

_____x. Cellular tissue or membrane

_____y. Fastened by something; secured

16. Convex
17. Trapezoid
18. Concave
19. Angular
20. Nail
21. Circumflex
22. Bound
23. Chitinous
24. Epithelial
25. Calcified

2. Identify parts of the nail by writing the correct numbers in the blanks provided.

_____a. Nail root

_____b. Free edge

_____c. Nail wall

_____d. Hyponychium

_____e. Nail bed

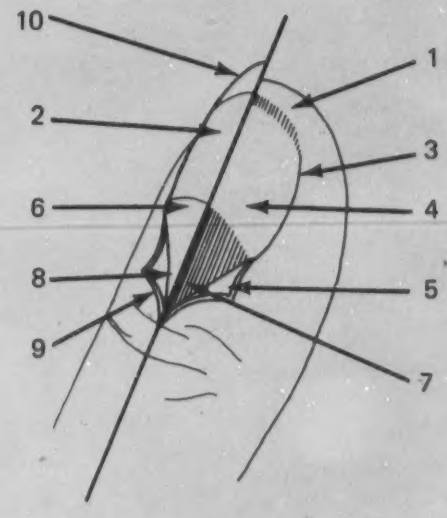
_____f. Eponychium

_____g. Lunula

_____h. Nail matrix

_____i. Nail groove

_____j. Nail body

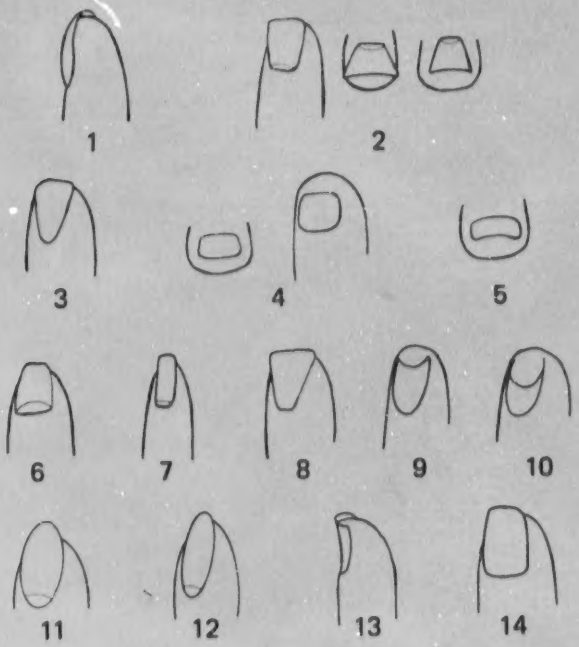


3. Match the parts of the nail on the right to their correct functions.

_____a.	Protects the hyponychium	1.	Nail root
_____b.	Protects the nail bed area	2.	Nail body
_____c.	Provides resting place for nail body	3.	Nail bed
_____d.	Overlaps and protects the lunula	4.	Nail matrix
_____e.	Causes nail growth	5.	Nail groove
_____f.	Affects shape and size of nail as well as its growth	6.	Nail wall
_____g.	Connects matrix and nail	7.	Free edge
_____h.	Provides protective covering for the eponychium	8.	Eponychium
_____i.	Supports the free edge	9.	Mantle
_____j.	Surrounds and protects the entire nail border	10.	Perionychium
_____k.	Encloses the side of the nail	11.	Cuticle
_____l.	Guides the nail as it grows	12.	Hyponychium
_____m.	Protects root area by embedding the root	13.	Lunula

4. Identify the following shapes of nail growth by placing the correct numbers in the blanks.

_____a. Roofed
_____b. Circumflex
_____c. Date
_____d. Olive
_____e. Convex
_____f. Trapezoid
_____g. Tubular
_____h. Square
_____i. Arched
_____j. Concave
_____k. Angular
_____l. Fan
_____m. Acorn (flat or arched)
_____n. Narrow



5. Discuss in writing the characteristics of nail growth.

NAIL STRUCTURE
UNIT II

ANSWERS TO TEST

1.	a.	6	n.	14
	b.	9	o.	3
	c.	8	p.	18
	d.	4	q.	21
	e.	7	r.	19
	f.	1	s.	17
	g.	2	t.	20
	h.	13	u.	16
	i.	10	v.	23
	j.	11	w.	25
	k.	15	x.	24
	l.	12	y.	22
	m.	5		
2.	a.	8	f.	9
	b.	10	g.	6
	c.	5	h.	7
	d.	1	i.	3
	e.	4	j.	2
3.	a.	7	h.	11
	b.	2	i.	12
	c.	3	j.	10
	d.	8	k.	6
	e.	1	l.	5
	f.	4	m.	9
	g.	13		

4.

a.	4	h.	14
b.	5	i.	9
c.	12	j.	13
d.	11	k.	3
e.	1	l.	8
f.	6	m.	2
g.	10	n.	7

5. Discussion should include:

a. Nail growth is influenced by nutrition, health, disease, and injury

b. Average rate of growth is 3.175 mm (1/8 inch) per month

c. Nails grow faster on the middle finger, in the summer time, and on children

d. Fingernails grow more slowly than toenails and are not as thick or hard

e. Nails will grow as long as the matrix remains intact

f. Normal, healthy nails are firm and flexible and are pinkish in color with smooth, unblemished surfaces

MASSAGE
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to list effects of massage movements and match the massage movements to the correct characteristics. This knowledge will be evidenced by completion of the assignment sheet and with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with massage manipulations to the correct definitions.
2. List effects of massage.
3. Identify various types of massage.
4. Match types of massage manipulations to the correct characteristics.
5. List safety precautions to observe while applying massage manipulations.

MASSAGE
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Make transparency.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining terminology provided on the information sheet.

F. Discuss information and assignment sheets.

G. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency master: TM 1--Types of Massage Manipulations

D. Assignment Sheet #1--Match Massage Manipulations to the Correct Actions

E. Answers to assignment sheet

F. Test

G. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

B. Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York: Milady Publishing Corp., 1972.

MASSAGE
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Massage (mas-SAGE)--Application of external manipulations to the body

B. Tension (TEN-sion)--Physical or mental stress

C. Stimulate (STIM-u-late)--To arouse or incite to activity

D. Petrissage (PE-tris-sage)--Kneading massage movement that produces stimulation

E. Effleurage (ef-fleur-AGE)--Light, continuous stroking massage movement that is soothing

F. Tapotement (ta-pote-MENT; pronounced ta-poh-MAHN)--Light, digital tapping that produces stimulation

G. Percussion (per-CUS-sion)--Massage movement that tones muscles and gives a healthy glow to the skin

H. Hacking--Chopping masage movement which produces stimulation

I. Friction (FRIC-tion)--Deep rubbing, circular movement that aids in blood circulation

J. Vibration (vi-BRA-tion)--Rapid muscular contractions which are highly stimulating

K. Subcutaneous tissue (sub-cu-TA-ne-ous TIS-sue)--Fatty tissue located under the dermis layer of the skin

L. Origin of muscle--Fixed attachment of a muscle

M. Capillary (CAP-il-lary)--Minute, thin-walled blood vessels which lie close to the skin surface

N. Feathering movement--Gentle removal of hands from area being massaged by sliding fingertips off the skin

II. Effects of massage

A. Soothes the nerves

B. Stimulates the nerves

C. Relieves body tensions

INFORMATION SHEET

D. Increases blood circulation

E. Stimulates gland activity

F. Relieves pain

G. Stimulates and strengthens muscle fiber

H. Softens skin

I. Relieves emotional tensions

J. Reduces fat cells in the subcutaneous tissue

III. Types of massage manipulations (Transparency 1)

A. Petrissage

B. Effleurage

C. Tapotement

D. Percussion

E. Hacking

F. Friction

G. Vibration

IV. Massage manipulations and their characteristics (Transparency 1)

A. Petrissage--Light or heavy kneading, rolling, and squeezing movement used on the face, arms, shoulders, and upper back area to give a deep stimulation which improves circulation

B. Effleurage--Relaxing, soothing, stroking massage movements used on face, neck, and arms to quicken the blood circulation near the skin surface as well as soothe the skin nerves

C. Tapotement--Striking, rapid, springy movements which increase the blood circulation, stimulate nerves, and aid in muscle contractions

D. Percussion--Tapotement type massage movement applied with the fingertips to increase blood circulation as well as stimulate the nerves

E. Hacking--Tapotement type massage movement which is applied with a chopping effect with the side of the hand to increase blood circulation and stimulate the nerves

(CAUTION: Hacking massage movements should be limited to the arm, back, and shoulder area.)

INFORMATION SHEET

F. Friction--Deep rubbing, circular movements done with cushions of fingertips or palms of hands which are beneficial to stiff joints, thickened tissues, and gland activity

(NOTE: Circular movements are usually done on the scalp, arms, and hands.)

G. Vibration--Rapid, shaking contractions done with the cushions of fingertips or palms of the hands which are extremely stimulating

(CAUTION: Extreme care should be taken when applying vibration movements by hand or with electrical vibrator.)

V. Safety precautions to observe while applying massage manipulations

A. Avoid massaging any area that appears red, swollen, or infected

B. Avoid massage if abrasions are present on skin

C. Avoid use of fingernails on the skin

D. Avoid breaking contact with skin once massage has begun by removing one hand at a time using feathering movement

E. Massage toward origin of muscle

F. Avoid massage if broken capillaries are present

G. Avoid massage if heart condition is present

H. Avoid massage if high blood pressure is present

I. Avoid massage if glands are swollen

J. Keep hands soft and smooth when applying massage manipulations

Types of Massage Manipulations

Petrissage

Effleurage

Tapotement

Hacking

Percussion

Vibration

Friction

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MASSAGE
UNIT III

ASSIGNMENT SHEET #1--MATCH MASSAGE MANIPULATIONS TO THE CORRECT ACTIONS

Massage is one of the oldest forms of body treatment and is applied for health and beauty reasons. Match the types of massage manipulations on the right to the correct action which should be used by the cosmetologist.

_____1. Striking, rapid, springy movement

_____2. Relaxing, soothing, stroking movement

_____3. Light kneading or rolling movement

_____4. Stimulating movement applied with fingertips

_____5. Chopping effect applied with side of hand

_____6. Deep rubbing, circular movements

_____7. Rapid, shaking contractions

a. Effleurage

b. Friction

c. Petrissage

d. Hacking

e. Vibration

f. Percussion

g. Tapotement

MASSAGE
UNIT III

ANSWERS TO ASSIGNMENT SHEET

1. g
2. a
3. c
4. f
5. d
6. b
7. e

MASSAGE
UNIT III

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions.

_____a.	Application of external manipulations to the body	1.	Petrissage
_____b.	Physical or mental stress	2.	Hacking
_____c.	To arouse or incite to activity	3.	Vibration
_____d.	Kneading massage movement that produces stimulation	4.	Subcutaneous tissue
_____e.	Light, continuous stroking massage movement that is soothing	5.	Friction
_____f.	Light, digital tapping that produces stimulation	6.	Origin of muscle
_____g.	Massage movement that tones muscles and gives a healthy glow to the skin	7.	Stimulate
_____h.	Chopping massage movement which produces stimulation	8.	Massage
_____i.	Deep rubbing, circular movement that aids in blood circulation	9.	Tension
_____j.	Rapid muscular contractions which are highly stimulating	10.	Capillary
_____k.	Fatty tissue located under the dermis layer of skin	11.	Tapotement
_____l.	Fixed attachment of a muscle	12.	Percussion
_____m.	Minute, thin-walled blood vessels which lie close to the skin surface	13.	Feathering movement
_____n.	Gentle removal of hands from area being massaged by sliding fingertips off the skin	14.	Effleurage

2. List eight effects of massage.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

3. Identify the types of massage manipulations illustrated below by writing the number of the figure in the blank next to its correct name.

_____a. Petrissage

_____b. Effleurage

_____c. Tapotement

_____d. Percussion

_____e. Hacking

_____f. Friction

_____g. Vibration

1.

2.

3.

4.

5.

6.

7.

4. Match types of massage manipulations on the right to the correct characteristics.

_____a. Light or heavy kneading, rolling, and squeezing movement used on the face, arms, shoulders, and upper back area to give a deep stimulation which improves circulation

_____b. Relaxing, soothing, stroking massage movements used on face, neck, and arms to quicken the blood circulation near the skin surface as well as soothe the skin nerves

_____c. Striking, rapid, springy movements which increase the blood circulation, stimulate nerves, and aid in muscle contractions

_____d. Tapotement type massage movement applied with the fingertips to increase blood circulation as well as stimulate the nerves

_____e. Tapotement type massage movement which is applied with a chopping effect with the side of the hand to increase blood circulation and stimulate the nerves

_____f. Deep rubbing, circular movements done with cushions of fingertips or palms of hands which are beneficial to stiff joints, thickened tissues, and gland activity

_____g. Rapid, shaking contractions done with the cushions of fingertips or palms of the hands which are extremely stimulating

1. Percussion
2. Tapotement
3. Friction
4. Vibration
5. Effleurage
6. Petrissage
7. Hacking

5. List eight precautions to observe while applying massage manipulations.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

MASSAGE
UNIT III

ANSWERS TO TEST

1. a. 8
   b. 9
   c. 7
   d. 1
   e. 14
   f. 11
   g. 12
   h. 2
   i. 5
   j. 3
   k. 4
   l. 6
   m. 10
   n. 13

2. Any eight of the following:
   a. Soothes the nerves
   b. Stimulates the nerves
   c. Relieves body tensions
   d. Increases blood circulation
   e. Stimulates gland activity
   f. Relieves pain
   g. Stimulates and strengthens muscle fiber
   h. Softens skin
   i. Relieves emotional tensions

j. Reduces fat cells in the subcutaneous tissue

3. a. 5

b. 6

c. 1

d. 4

e. 7

f. 3

g. 2

4. a. 6

b. 5

c. 2

d. 1

e. 7

f. 3

g. 4

5. Any eight of the following:

a. Avoid massaging any area that appears red, swollen, or infected

b. Avoid massage if abrasions are present on skin

c. Avoid use of fingernails on the skin

d. Avoid breaking contact with skin once massage has begun by removing one hand at a time using feathering movement

e. Massage toward origin of muscle

f. Avoid massage if broken capillaries are present

g. Avoid massage if heart condition is present

h. Avoid massage if high blood pressure is present

i. Avoid massage if glands are swollen

j. Keep hands soft and smooth when applying massage manipulations

FACIALS
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to list reasons for a facial and identify muscle and nerve motor points of the face and implements used in facials. The student should be able to list facial treatments for skin problems and demonstrate the ability to give a facial. This knowledge will be evidenced by completion of the assignment sheets, job sheets, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with facials to their correct definitions.
2. Match the structures of the skin to the correct functions.
3. Identify muscle and nerve motor points of the face.
4. List reasons for giving facials.
5. Match skin disorders and diseases to the correct descriptions.
6. Match types of primary lesions to the correct descriptions.
7. Match types of secondary lesions to the correct descriptions.
8. Match the products used in giving a facial to the correct definitions.
9. Distinguish between facial packs and facial masks.
10. Identify implements and equipment used in giving a facial.
11. Match implements and equipment used in giving a facial to the correct functions.
12. List the types of skin problems that require a facial.
13. List proper treatment for skin conditions that require a facial.
14. Arrange in order the steps in giving a plain facial.
15. List sanitary measures to observe while giving a facial.
16. List safety precautions to observe while giving a facial.
17. Complete a safety precaution checklist.

FACIALS
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information, assignment, and job sheets.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

F. Discuss information and assignment sheets.

G. Discuss and demonstrate procedures outlined in job sheets.

H. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Muscle and Nerve Motor Points of the Face

2. TM 2--Implements and Equipment Used in Giving a Facial

3. TM 3--Implements and Equipment Used in Giving a Facial (Continued)

D. Assignment sheets

1. Assignment Sheet #1--Match Skin Diseases and Disorders to the Correct Definitions

2. Assignment Sheet #2--Complete a Safety Precaution Checklist

E. Answers to assignment sheets

F. Job sheets

1. Job Sheet #1--Drape Patron for a Facial

2. Job Sheet #2--Give a Plain Facial

3. Job Sheet #3--Apply Facial Mask and Pack

4. Job Sheet #4--Give Facial Manipulations

5. Job Sheet #5--Arch the Eyebrows

G. Test

H. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

B. Barrett, Dean. *The Van Dean Manual: Professional Techniques for Cosmetologists*. Bronx, New York: Milady Publishing Corp., 1974.

C. Dalton, John W. *The Professional Cosmetologist*. St. Paul, Minnesota: West Publishing Co., 1976.

D. Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York: Milady Publishing Corp., 1972.

E. Traynor, Mark. *Mark Traynor's Guide to Professional Make-up Techniques*. Mark Traynor, Inc., 1974.

FACIALS
UNIT IV

INFORMATION SHEET

I. Terms and definitions

A. Appendage (ap-PEND-age)--Attached to and a dependent part of an organ

B. Skin--Durable, elastic organ covering the body and containing various appendages

C. Analyze--Recognize and determine the composition of a substance through a systematic process

D. Astringent (as-TRIN-gent)--Solution that causes the skin tissue to contract and close the pores

E. Hormone cream--Solution which is used to lubricate dry skin and which is absorbed slightly by the skin

F. Moisturizer (MOIS-tur-iz-er)--Solution which balances skin moisture and aids in relieving dry, flaky skin

G. Taut--Stretched tightly

H. Emollient cream (e-MOL-li-ent)--Heavy, greasy cream used for facial manipulation

I. Preserve--To maintain or keep in present condition

J. Dermatologist (der-ma-TOL-o-gist)--Medical specialist for skin and its diseases

K. Epidermis (ep-i-DER-mis)--Outer layer of skin

L. Dermis--Inner layer of skin sometimes called *true skin*

M. Keratin (KER-a-tin)--Protein substance that is the principle compound contained in the hair and nails

N. Stratum corneum (STRA-tum COR-ne-um)--Surface layer of skin containing keratin

O. Stratum lucidum (STRA-tum LU-ci-dum)--Thin layer of small cells which allow light to pass through

P. Stratum granulosum (STRA-tum gran-u-LO-sum)--Layer of skin which replaces cells in top layer of skin that have worn away

Q. Stratum germinativum (STRA-tum ger-mi-NA-tiv-um)--Layer of skin which forms new cells and contains color pigment

R. Subcutaneous tissue (sub-cu-TA-ne-ous TIS-sue)--Fatty tissue that gives smoothness and energy to the body

INFORMATION SHEET

S. Papillary layer (PAP-il-lar-y)--That portion of the skin containing blood vessels and tiny tactile corpuscles

T. Reticular layer (re-TIC-u-lar)--That portion of the skin that contains nerves and glands

U. Melanin--Color pigment found in stratum germinativum that gives skin its color

V. Melanocyte (MEL-a-no-cyte)--Cell that contains melanin

W. Arrector pili muscle (ar-REC-tor PI-li)--Tissue that reacts to heat, cold, or fear and is an appendage of the hair follicle

X. Sebaceous gland (se-BA-ceous)--Gland that produces substance called *sebum* which gives luster to skin and hair

Y. Sudoriferous gland (su-dor-IF-er-ous)--Gland that produces perspiration; commonly called *sweat gland*

Z. Eccrine gland (EC-crine)--Gland controlled by the hypothalamus which regulates body heat and is found all over the surface of the skin

AA. Apocrine gland (AP-o-crine)--Gland found in ear canals, under arms, and in genital region of body and secretes perspiration continuously from the hair follicles

BB. Tactile corpuscle (TAC-tile COR-pus-cle)--Nerve ending which reacts to touch

CC. Sensory nerve--Nerve that reacts to heat, cold, pain, and pressure by carrying impulses toward the brain

DD. Motor nerve--Nerve that carries impulses from the brain to the body muscles

EE. Secretory nerve--Nerve that affects activity of sweat and oil glands

FF. Granular--Small, grainy cells found in stratum granulosum layer of skin

GG. Comedone (COM-e-done)--Blackhead formed from hardened sebum in pore

HH. Milia (MIL-i-a)--Whiteheads formed from hardened sebum under skin

II. Acne--Condition caused by overactive oil glands that clog pores which then cause infection

JJ. Steatoma (ste-a-TO-ma)--Tumor of sebaceous glands commonly called a *cyst*

KK. Asteatosis (as-te-a-TO-sis)--Dry, scaly skin due to deficiency of sebum

INFORMATION SHEET

LL. Seborrhea (seb-or-RHE-a)--Overactivity of sebaceous glands which causes skin to become oily

MM. Malaria rubra (ma-LAR-i-a RU-bra)--Inflammation of the sudoriferous gland under the top layer of skin; commonly called *prickly heat*

NN. Leukoderma (leu-ko-DER-ma)--Abnormal white patches on skin present at birth

OO. Vitiligo (vit-i-LI-go)--Acquired under-pigmentation of the skin

PP. Albinism (AL-bi-nism)--Congenital condition where the skin does not form melanin pigment

QQ. Chloasma (chlo-AS-ma)--Increased deposits of pigment in skin commonly called *liver spots*

RR. Cosmetic dermatitis (cos-MET-ic der-ma-TI-tis)--Allergic reaction to cosmetics

SS. Keratoma (ker-a-TO-ma)--Callus formed by constant pressure

TT. Verruca (ver-RU-ca)--Wart

UU. Acute disorder--Disorder of short duration which may tend to be violent

VV. Chronic disorder--Long-term or recurring disorder

WW. Primary lesion--First sign of a structural change in tissue due to illness or injury

XX. Secondary lesion--Structural change in tissue which develops after primary stage

YY. Eczema (EC-ze-ma)--Dry and moist lesions which may be acute or chronic

ZZ. Psoriasis (pso-RI-a-sis)--Chronic inflammatory skin disease found on various areas of body

AAA. Herpes simplex (HER-pes SIM-plex)--Fever blister caused by a virus

BBB. Capillary--Tiny blood vessel found close to skin surface

CCC. Feathering--Gentle removal of hands from face after completion of massage by sliding fingertips down and off the nose

DDD. Motor point--Area of muscle that contains motor nerves and is located close enough to surface of skin to be stimulated

INFORMATION SHEET

II. Structures of the skin and their purposes

A. Epidermis

(NOTE: The epidermis is the outer layer of skin which contains several layers--a cornified layer, thin layers of small cells, a layer of nearly dead cells, and a cell-forming layer.)

1. Stratum corneum--Contains a hard, protein substance which is nearly water-proof

(NOTE: A thin film of oil covers the topmost cells which are constantly being shed.)

2. Stratum lucidum--Allows light to pass through

3. Stratum granulosum--Moves toward the skin surface to replace the cornified layer

4. Stratum germinativum (basal layer)--Forms new cells, some of which are called *melanocytes* and which contain a brown-like pigment called *melanin* which gives skin its color

(NOTE: Melanin protects the skin from sunlight by producing a greater amount of melanocytes when exposed to the ultra-violet rays.)

B. Dermis (true skin)

(NOTE: This tough, elastic network of interwoven fibers contains nerves, glands, blood vessels, and hair.)

1. Papillary layer--Anchors dermis to the epidermis by tiny fingerlike projections and is well supplied with blood vessels and nerve endings called *tactile corpuscles*

2. Reticular--Contains nerves called *receptors* which react to cold, heat, or pain and contains oil and sweat glands, hair follicles, and blood vessels

(NOTE: The blood vessels supply the skin with oxygen and nutrients.)

C. Subcutaneous tissue--Cushions the other layers of skin and muscles, aids in keeping the skin smooth, and can be used for energy

(NOTE: Wrinkles develop as the layer shrinks with age and can no longer support the upper layers of skin.)

INFORMATION SHEET

D. Nerves

(NOTE: Nerves are bands of fine fibers used to connect parts of the nervous system with organs which conduct impulse messages.)

1. Sensory nerve--Reacts to cold, heat, pain, and pressure to convey messages to the brain and spinal cord

2. Motor nerve--Acts on tiny arrector pili muscle which is attached to the hair follicle and causes the hair to stand on end when person becomes chilled or frightened

3. Secretory nerve--Controls activity of the sweat and oil glands

E. Glands--Secretory organs of the body

1. Sebaceous gland--Secretes a vital oil called sebum to lubricate and preserve the skin

(NOTE: A mixture of sweat and oil on the skin surface gives the skin a slightly acid reaction and aids in keeping out unwanted bacteria.)

2. Sudoriferous gland (epocrine and eccrine sweat glands) -Aids in keeping body temperature regulated by excreting sweat or perspiration and removal of body waste materials

(NOTE: The sudoriferous glands become very active when exercising, during warm weather, when taking drugs, or during emotional stress.)

III. Muscle and nerve motor points (Transparency 1)

A. Trifacial nerve

B. Facial nerve, temporal branch

C. Facial nerve, main trunk

D. Facial nerve, buccal branch

E. Facial nerve, mandibular branch

IV. Reasons for giving facials

A. Cleanse skin

B. Relax nerves

C. Maintain muscle tone

D. Strengthen weak muscles

E. Increase circulation

INFORMATION SHEET

F. Activate glands

G. Correct skin problems

(CAUTION: Some skin disorders may be treated in the salon; skin diseases must be referred to a dermatologist.)

H. Prevent wrinkles and age lines from forming

I. Soften and improve skin texture

J. Preserve facial skin

K. Maintain a clean and youthful feeling

V. Skin disorders and diseases and their descriptions (Assignment Sheet #1)

A. Comedones--Blackheads on skin surface which are formed by clogged pores due to hardened sebum

B. Milia (milium)--Whiteheads formed by accumulation of sebum beneath skin surface

C. Steatoma--Cyst occurring when the duct from the sebaceous gland to a hair follicle becomes clogged

D. Asteatosis--Dry, scaly skin due to deficiency of sebum

(NOTE: Asteatosis is usually found in the aged.)

E. Seborrhea--Inflammation of the skin caused by overactive sebaceous glands which cause affected areas to become extremely oily

F. Dermatitis--Inflammatory condition of skin which comes in various forms, such as vesicles or papules

G. Eczema--Acute or chronic inflammation of the skin characterized by redness, itching, and formation of scales or crusts

H. Herpes simplex--Fever blister usually found on lips or nostrils

I. Dermatitis venenata--Abnormal condition resulting from contact with chemicals or dyes

J. Furuncle--Boil resulting from a skin inflammation

K. Carbuncle--Staphylococci infection similar to a boil

L. Lentigines--Freckles or small discolored areas of the skin which are exposed to sunlight

M. Psoriasis--Red, elevated lesions or sores covered with silver, crusty scales of unknown origin

INFORMATION SHEET

N. Chloasma--Abnormal amount of pigment deposits in the skin commonly called *liver spots*

O. Nevus--Malformation of skin pigmentation commonly called a *birthmark*

P. Leukoderma--White patches of the skin due to defective pigmentation

Q. Vitiligo--Acquired condition of leukoderma

R. Albinism--Absence of melanin pigment in the body present at birth

S. Keratoma--Callous formed by constant pressure on one area of skin

T. Mole--Tan to bluish black spot or blemish on the skin which may be accompanied by dark hairs

(CAUTION: Do not treat or remove hair from mole.)

U. Verruca--Wart which is caused by a virus and which may be contagious

V. Lesion--Any abnormal change in the structure of an organ or tissue; classified as either primary or secondary

VI. Primary lesions

(NOTE: A primary lesion is a change in tissue structure caused by disease or injury.)

A. Macule--Discoloration on the skin

B. Papule--Small pimple which may contain pus

C. Wheal--Swollen, itchy lesion which lasts for a short time

D. Tubercle--Solid lump protruding beyond the skin surface

(NOTE: A thick scar may produce a tubercle.)

E. Tumor--External swelling of varying size, color, or shape

F. Vesicle--Blister containing fluid

G. Bulla--Blister which contains fluid and is larger than a vesicle

H. Pustule--Inflamed, pus-filled elevation of the skin

VII. Secondary lesions

(NOTE: A secondary lesion is a change in tissue structure caused by disease or injury.)

A. Scale--Epidermal flakes which may be dry or greasy

B. Excoriation--Raw area of skin produced by scraping or scratching

INFORMATION SHEET

C. Fissure--Cracked area in the skin commonly seen around fingertips and heels

(NOTE: Extremely chapped hands or fingertips are considered fissures.)

D. Ulcer--Open lesion of the skin usually containing pus

E. Scar--Thick tissue formed after an injury or skin condition

F. Stain--Abnormal discoloration of skin after removal of moles or disappearance of freckles or liver spots

VIII. Products used in giving a facial

A. Cleansing cream--Cleanses the face before a massage

(NOTE: The liquid type cleansing cream should be used on oily skin only.)

B. Emollient cream--Lubricates the skin for massage manipulations

(NOTE: Emollient cream is not recommended for all types of skin.)

C. Moisturizing cream--Lubricates dry skin and aids in balancing moisture on skin

D. Skin freshener--Removes all traces of cream after massage

E. Astringent lotion--Closes pores after facial

F. Hormone cream--Lubricates dry skin and is absorbed slightly by the skin

G. Eye lotion--Soothes and cleanses eyes

H. Acne cream--Clears skin of minor blemishes

I. Muscle oil--Softens and lubricates skin for massage

J. Mask--Cleanses, softens, smooths, stimulates, and refreshes the skin

K. Witch hazel--Closes pores and is used as an astringent

IX. Facial packs and masks

A. Facial packs--Recommended for normal or oily skin to increase firmness in the skin and blood circulation and to soften and smooth the skin and is applied directly to clean skin

(NOTE: A bleach pack may be used to reduce freckles or other densely pigmented areas. A clay or lemon pack may be used to reduce pigment on normal or oily type skin. However, several applications may be needed to notice any improvement.)

INFORMATION SHEET

B. Facial masks--Recommended for dry skin and is applied directly to the skin or over a cheesecloth or gauze mask using a heated oil to increase firmness in the skin, soften and smooth the skin, and refresh the patron

X. Implements and equipment used in giving a facial (Transparencies 2 and 3)

A. Infra-red lamp

B. Facial steamer

C. High-frequency current

D. Comedone extractor

E. Galvanic current

F. Woods light

G. Ultra-violet lamp

XI. Functions of implements and equipment used in giving a facial

A. Infra-red lamp--Produces heat for pain relief and has therapeutic action

B. Facial steamer--Induces flow of oil and sweat glands which aids in cleansing and softening the skin

C. High-frequency current--Produces germicidal action to treat skin and scalp disorders when applied to the skin

D. Comedone extractor--Removes blackheads from the skin

E. Galvanic current--Soothes nerves, decreases blood supply, and hardens tissues

F. Woods light--Pinpoints overactive or inflamed glands and helps to identify corrective treatment

G. Ultra-violet lamp--Produces germicidal action and causes tanning when applied to skin

XII. Skin problems that require a facial

A. Normal skin

(NOTE: Normal skin requires facials to preserve its normal state.)

B. Oily skin

C. Dry skin

INFORMATION SHEET

D. Age lines

E. Acne

F. Blackheads

G. Whiteheads

XIII. Proper treatment for skin conditions requiring facials

A. Normal skin

1. Facial manipulations
2. Astringent
3. Infra-red lamp
4. Moisturizer for normal skin

(NOTE: The facial steamer is optional for a plain facial.)

B. Oily skin

1. Negative galvanic current or cleansing cream steamed with hot towels
2. Ultra-violet lamp
3. Positive galvanic current or astringent
4. Facial manipulations
5. Clay face pack
6. Woods light

C. Dry skin

1. Facial manipulations
2. Muscle oil
3. Infra-red lamp
4. High-frequency current
5. Oil mask

D. Age lines

1. Moisturizer for normal or dry skin
2. Facial manipulations

INFORMATION SHEET

3. Facial mask

4. High-frequency current

(NOTE: Various electrical devices and chemical products are on the market for use on age lines and wrinkles. Be guided by the manufacturer's directions when using these aids.)

E. Acne

1. Acne cream or lotion

2. High-frequency current

3. Astringent for oily skin

4. Medicated cleansing lotion

5. Facial steamer

(NOTE: Avoid the use of regular makeup on skin that has acne and be guided by the dermatologist for acne treatment.)

F. Blackheads

1. Comedone extractor

2. Medicated soap

3. Woods light

4. Facial steamer

5. Astringent

6. Ultra-violet lamp

G. Whiteheads

1. Acne cream or lotion

2. Medicated cleansing lotion

3. Astringent for oily skin

4. High-frequency current

XIV. Steps in giving a plain facial

A. Analyze skin

B. Cleanse face

INFORMATION SHEET

C. Apply astringent

(NOTE: The facial steamer may be used following the astringent step.)

D. Apply emollient cream

E. Give facial manipulations

F. Apply infra-red lamp

G. Remove emollient cream

H. Apply astringent

I. Dot and blend moisturizer on face

XV. Sanitary measures to observe while giving a facial

A. Use spatulas to remove all creams and ointments from jars

B. Wash hands before and after each patron

C. Avoid common use of towels or neck strips

D. Sanitize all glass or metal implements after use on patron

E. Avoid allowing patron's bare shoulders to touch the facial lounge

F. Drape patron properly to avoid getting creams or solutions on hair or clothing

G. Place all used materials, such as cotton, in a closed container

H. Avoid offensive body or mouth odor and breathing directly into patron's face

XVI. Safety precautions to observe while giving a facial

A. Read instructions carefully before using electrical devices

B. Check for frayed cords on electrical devices

C. Avoid leaving patron alone when connected to an electrical device

D. Avoid scratching or harming the skin during the procedure

E. Apply cotton pledgets or tinted safety glasses when using therapy lamps

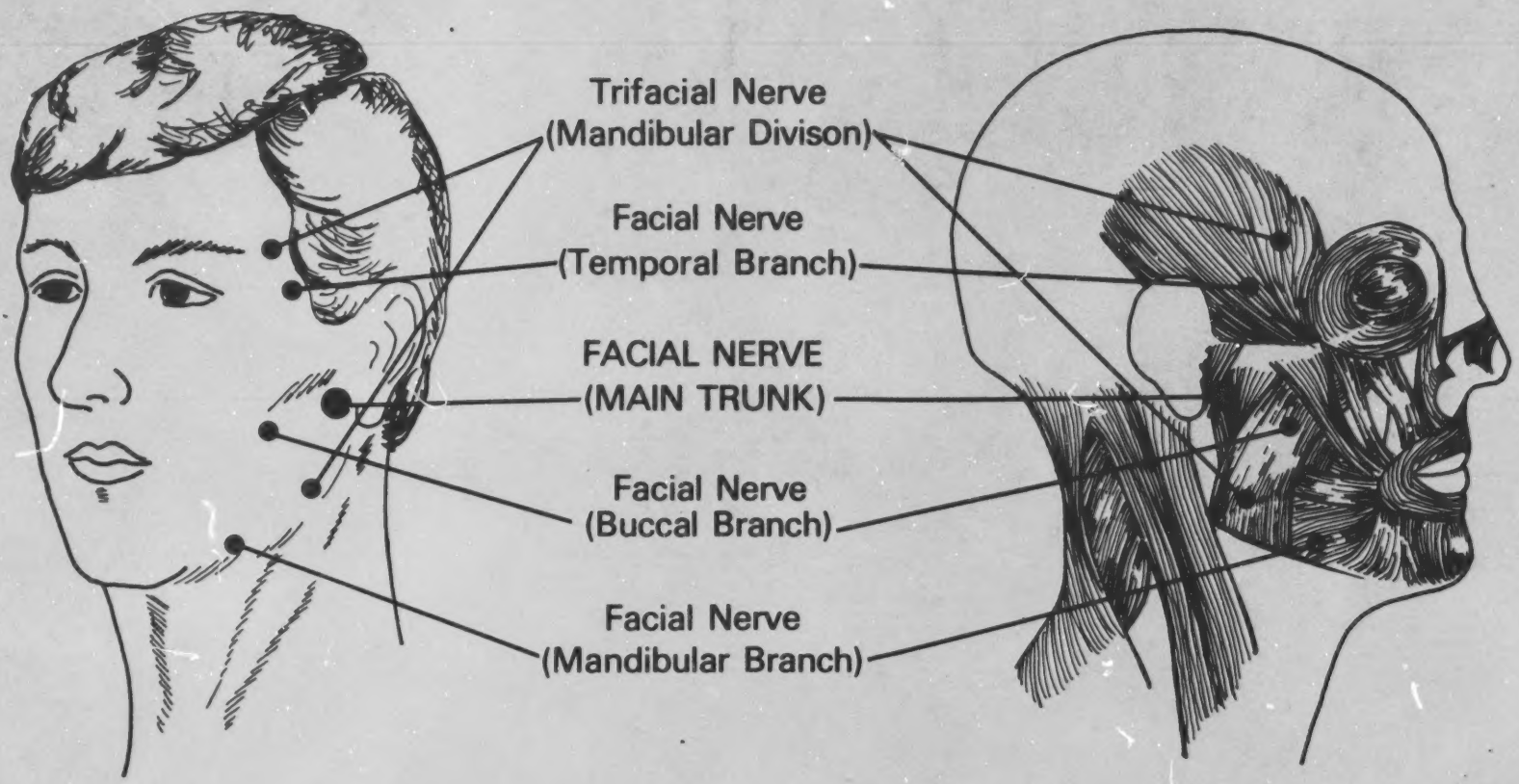
F. Avoid using towels that are too hot

G. Avoid getting creams into patron's eyes

H. Avoid areas on skin which contain broken capillaries

I. Avoid massaging areas that are red or swollen or that have pus or lesions

Muscle and Nerve Motor Points of the Face



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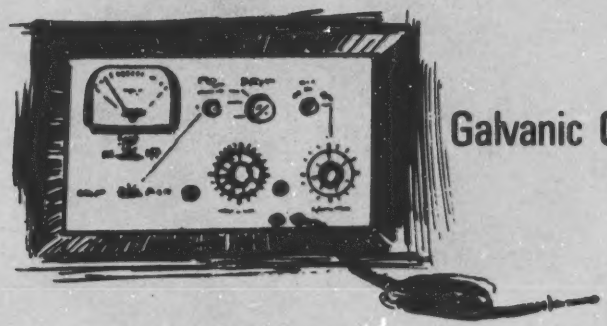
TM 1

PCP - 153-C

Implements and Equipment Used in Giving a Facial

Infra-Red Lamp



Galvanic Current

High-Frequency Current

Ultra-Violet Lamp

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Implements and Equipment Used in Giving a Facial

(Continued)

Woods Light

Comedone Extractor

Facial Steamer

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FACIALS
UNIT IV

ASSIGNMENT SHEET #1--MATCH SKIN DISEASES AND DISORDERS TO THE CORRECT DEFINITIONS

Being able to recognize diseases and disorders and know which to treat and which to refer to a dermatologist is vitally important for the cosmetologist. (Answers for "a" through "o" are on this page.)

_____a. Discoloration on the skin

_____b. Small pimple which may contain pus

_____c. Swollen, itchy lesion which lasts for a short time

_____d. Solid lump protruding beyond the skin surface

_____e. External swelling of varying size, color, or shape

_____f. Blister containing fluid

_____g. Blister which contains fluid and is larger than a vesicle

_____h. Inflamed, pus-filled elevation of the skin

_____i. Epidermal flakes which may be dry or greasy

_____j. Raw area of skin produced by scraping or scratching

_____k. Cracked area in skin commonly seen around fingertips and heels

_____l. Open lesion of the skin usually containing pus

_____m. Thick tissue formed after an injury or skin condition

_____n. Abnormal discoloration of skin after removal of moles or disappearance of freckles or liver spots

_____o. Blackheads on skin surface formed by clogged pores due to hardened sebum

1. Scale
2. Tubercle
3. Excoriation
4. Vesicle
5. Comedones
6. Macule
7. Ulcer
8. Pustule
9. Wheal
10. Tumor
11. Stain
12. Papule
13. Fissure
14. Scar
15. Bulla

ASSIGNMENT SHEET #1

_____p. White heads formed by accumulation of sebum beneath the skin surface

_____q. Tumor of sebaceous glands commonly called a *cyst*

_____r. Dry, scaly skin due to deficiency of sebum

_____s. Overactivity of sebaceous glands which causes skin to become oily

_____t. Inflammatory condition of skin which comes in various forms, such as vesicles or papules

_____u. Acute or chronic inflammation of the skin characterized by redness, itching, and formation of scales or crusts

_____v. Fever blister usually found on lips or nostrils

_____w. Abnormal condition resulting from contact with chemicals or dyes

_____x. Boil resulting from a skin inflammation

_____y. Staphylococci infection similar to a boil

_____z. Freckles or small discolored areas of the skin which are exposed to sunlight

____aa. Red, elevated lesions or sores covered with silver, crusty scales of unknown origin

____bb. Abnormal amount of pigment deposits in the skin commonly called *liver spots*

____cc. Malformation of skin pigmentation commonly called a *birthmark*

____dd. White patches of skin due to defective pigmentation

____ee. Acquired condition of leukoderma

____ff. Absence of melanin pigment in the body present at birth

____gg. Callous formed by constant pressure on one area of skin

16. Seborrhea
17. Chloasma
18. Herpes simplex
19. Milia
20. Carbuncle
21. Albinism
22. Lentigines
23. Dermatitis
24. Vitiligo
25. Dermatitis venenata
26. Verrua
27. Asteatosis
28. Keratoma
29. Leukoderma
30. Eczema
31. Nevus
32. Steatoma
33. Psoriasis
34. Furuncle
35. Mole

ASSIGNMENT SHEET #1

____hh. Tan to bluish black spot or blemish on skin which may be accompanied by dark hairs

____ii. Wart which is caused by a virus and may be contagious

FACIALS
UNIT IV

ASSIGNMENT SHEET #2--COMPLETE A SAFETY PRECAUTION CHECKLIST

The patron's safety should be the primary concern of the cosmetologist.

Read the safety precautions carefully and place an "X" in the appropriate blank after completion of each precaution.

		YES	NO
1.	Read instructions carefully before using electrical devices	____	____
2.	Checked for frayed cords on electrical devices	____	____
3.	Checked for broken capillaries on the skin	____	____
	(NOTE: Make a notation if broken capillaries are present.)		
4.	Checked for red, swollen areas and areas that contain pus	____	____
	(NOTE: Make a notation if these areas are present on the skin.)		
5.	Have cotton pledgets or tinted glass available for use with therapy lamps?	____	____
6.	Washed hands before the facial?	____	____
7.	Used clean towels and neckstrips?	____	____
8.	Draped patron properly?	____	____

Read the checklist carefully to determine if you should proceed with the facial.

FACIALS
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

a. 6
b. 12
c. 9
d. 2
e. 10
f. 4
g. 15
h. 8
i. 1
j. 3
k. 13
l. 7
m. 14
n. 11
o. 5
p. 19
q. 32
r. 27
s. 16
t. 23
u. 30
v. 18
w. 25
x. 34
y. 20
z. 22
aa. 33
bb. 17
cc. 31
dd. 29
ee. 24
ff. 21
gg. 28
hh. 35
ii. 26

Assignment Sheet #2--Evaluated to the satisfaction of instructor

FACIALS
UNIT IV

JOB SHEET #1--DRAPE PATRON FOR A FACIAL

I. Implements and equipment

A. Towels

B. Shampoo cape or shop gown

C. Safety pins

D. Neck strip

E. Reclining chair

II. Procedure

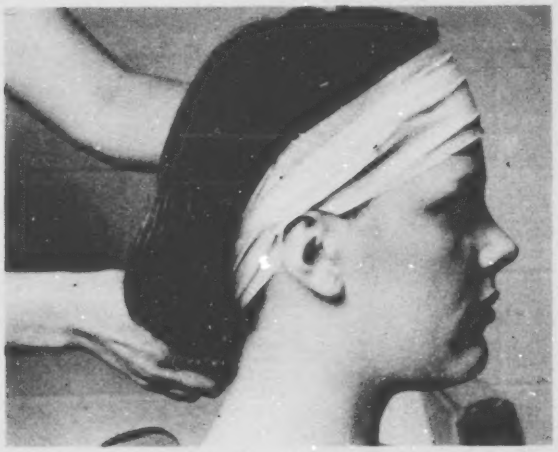
(NOTE: If shop gown is worn, ask patron to remove upper clothes and put on shop gown. If the shampoo cape is used, begin the facial draping process by draping the patron for a shampoo or regular treatment.)

A. Wash hands

B. Ask patron to remove all jewelry

C. Place neck strip around patron's hairline and clip securely (Figure 1)

FIGURE 1



JOB SHEET #1

D. Place towel lengthwise around crown and nape area (Figure 2)

FIGURE 2

E. Bring corners of towel to front hairline and pin (Figure 3)

FIGURE 3

F. Bring two opposite corners of towel across back of head

JOB SHEET #1

G. Bring center part of towel up to first pin and pin together, using second safety pin and leaving two corners free (Figure 4)

FIGURE 4

H. Place corner ends of towel around head on nape area and pin securely (Figure 5)

FIGURE 5

(NOTE: Ready-made turban type head drapes are available and may be used.)

I. Place clean towel over neck rest and foot rest of reclining chair

J. Wash hands

(NOTE: You are now ready to begin facial.)

FACIALS
UNIT IV

JOB SHEET #2--GIVE A PLAIN FACIAL

I. Implements and equipment

- A. Gauze or cheesecloth
- B. Towels
- C. Oil heater
- D. Shampoo cape or shop gown
- E. Neck strips
- F. Clippies
- G. Safety pins
- H. Spatulas
- I. Infra-red lamp
- J. Cotton pledgets
- K. Orangewood stick
- L. Facial steamer
- M. High-frequency current
- N. Recliner or lounge chair
- O. Stool
- P. Table for supplies (manicure table)

II. Materials

- A. Facial mask or pack
- B. Cleansing lotion or cream
- C. Astringent
- D. Boric acid solution
- E. Emollient cream
- F. Facial tissues
- G. Moisturizer

JOB SHEET #2

III. Procedure

A. Wash hands

B. Drape patron for a facial

C. Arrange supplies neatly on table

D. Analyze skin; check for dry skin, oily skin, comedones or acne, broken capillaries, skin texture, skin color, and lines or wrinkles

(NOTE: This analysis will allow you to determine the proper solutions to use on the skin condition or if a special facial should be given. If special facial is to be given, check the skin problems that require a facial and the proper treatment.)

E. Remove cleansing cream from a container using spatula and place cream on top of hand near thumb

F. Place small amount of cleansing cream on lips and eyelids if makeup is heavy

G. Wrap a facial tissue around the hand, making a mitten (Figure 1)

(NOTE: Facial cloths may be used.)

FIGURE 1

H. Remove lip and eye makeup gently by stroking mitten in one direction

I. Dot remaining cream on face beginning at cheeks, nose, forehead, and chin

J. Rub excess cream into hands

K. Blend cream over face with upward and outward motions on neck, chin, and cheek and downward motions on forehead and nose using both hands

JOB SHEET #2

L. Remove cleansing cream

1. Wrap facial tissues around both hands to make mittens
2. Begin on chin and work upward toward forehead on one side
3. Begin at chin and complete opposite side of face in same manner

(NOTE: The facial pack may be given at this time.)

M. Arch eyebrows

N. Steam face using facial steamer or using warm, moist towels placed over face for about ten minutes (Figure 2)

(NOTE: Change towels as soon as they cool. A facial mask may be given at this time.)

FIGURE 2

O. Dot emollient cream on cheeks, nose, forehead, and chin and give manipulations

P. Remove emollient cream, using tissue mitten and working on one side and then the other

Q. Blot face with a moist towel to ensure that all creams or oils are removed

R. Apply astringent, using a cotton pledget and stroking entire facial area with gentle movements

JOB SHEET #2

S. Apply infra-red lamp for three to five minutes to increase blood circulation and the production of perspirations and oil on the skin (Figure 3)

(CAUTION: Place infra-red lamp about 76.2 cm [30"] from skin and break the ray's path by passing the hand back and forth through it every few seconds.)

FIGURE 3

T. Apply proper moisturizer for the skin condition

U. Apply makeup

V. Clean work area and sanitize implements

FACIALS
UNIT IV

JOB SHEET #3--APPLY FACIAL MASK AND PACK

I. Implements and equipment

A. Gauze or cheesecloth

B. Towels

C. Oil heater

D. Shampoo cape or shop gown

E. Neck strips

F. Clippies

G. Safety pins

H. Spatulas

I. Infra-red lamp

J. Cotton pledgets

II. Materials

A. Facial mask

B. Facial pack

C. Cleansing cream or lotion

D. Astringent

E. Boric acid solution

III. Procedure

(NOTE: Facial pack and mask may be given alone or in conjunction with a facial.)

A. Wash hands

B. Drape patron for a facial

C. Complete steps for a plain facial up to facial mask and pack step

(NOTE: If oil mask is being given, the facial manipulations will be applied after removal of the mask.)

JOB SHEET #3

D. Analyze skin to determine if skin is oily, dry or normal

(NOTE: If packs or masks are to be used alone, the skin must be cleansed to determine condition of the skin.)

1. Apply the facial pack for oily skin

a. Moister cotton pledgets with boric acid solution and place on eyes (Figure 1)

FIGURE 1

b. Remove pack from container with spatula and place on back of hand next to thumb

c. Spread pack evenly over entire face, beginning at chin area and working up to forehead on one side and completing same procedure on opposite side of face (Figure 2)

(CAUTION: Avoid getting pack on mouth, eyes, and nostrils. Cotton pledgets may be left on eyes.)

FIGURE 2

JOB SHEET #3

d. Dry thoroughly from ten to thirty minutes

e. Dampen towel with warm to hot water

f. Place towel over entire pack; leave eyes, nose, and mouth uncovered

g. Leave warm towel on face for several minutes

h. Remove towel and very gently remove all of pack with dampened towel, beginning on chin and working with an upward movement to forehead

i. Complete same procedure on opposite side of face

j. Blot dry

k. Apply astringent

l. Complete facial

m. Clean work area and sanitize implements

2. Apply the oil mask for normal or dry skin

a. Moisten cotton pledgets with boric acid and place on eyes

b. Heat oil on electric oil heater

c. Cut holes in gauze for eyes

d. Moisten gauze with warm oil

(CAUTION: Check oil on wrist to be sure the oil is not too hot for patron's face.)

JOB SHEET #3

e. Dampen gauze with warm oil and place on face one strip at a time, forming a mask (Figure 3)

FIGURE 3

f. Leave mask on for ten minutes

(NOTE: Steamed towels may be used over mask to heat oil and penetrate oil into extremely dry skin.)

g. Remove gauze and place in closed container

h. Apply facial manipulations

i. Remove oil with warm, moistened towel

j. Blot dry

k. Apply astringent

l. Complete facial

m. Clean work area and sanitize implements

FACIALS
UNIT IV

JOB SHEET #4--GIVE FACIAL MANIPULATIONS

I. Implements and equipment

A. Towels

B. Shampoo cape or shop gown

C. Safety pins

D. Neck strip

E. Spatulas

F. Orangewood stick

II. Materials

A. Cleansing lotion or cream

B. Emollient cream

C. Facial tissues

D. Astringent lotion

III. Procedure

A. Wash hands

B. Drape patron for a facial

C. Complete basic facial steps up to manipulations

D. Apply emollient cream to face by dotting cream on cheeks, nose, forehead, and chin

E. Blend emollient cream using gentle upward and outward strokes

F. Soften hands before massaging patron's skin by rubbing excess emollient cream into hands

G. Begin manipulations on the chin area

(NOTE: Repeat each movement at least three times.)

JOB SHEET #4

H. Place both hands gently under patron's chin and begin firm but gentle lifting movement (Figure 1)

FIGURE 1

(NOTE: Once massage manipulations have started, do not remove both hands from patron's skin until massage has been completed. Massage with a rhythmic manner, moving from one area of the face to the other without breaking continuity.)

I. Move both hands to lower chin and cheek area, making circular movements in an upward direction (Figure 2)

FIGURE 2

JOB SHEET #4

J. Massage cheek area from chin to ear lobes, from mouth to middle of ears, and from nose to top of ears using firm circular movements (Figure 3)

FIGURE 3

K. Draw fingers from center of upper lip, around mouth, and proceeding under lower lip and chin (Figure 4)

FIGURE 4

(NOTE: If patron's hair begins to move out from under the drapes, feather one hand down the nose and replace the hair under the drape with an orangewood stick, keeping one hand on the face.)

JOB SHEET #4

L. Apply circular movement from corner of mouth up the sides of the nose, sliding fingers over brows and back down to corners of mouth (Figure 5)

FIGURE 5

M. Slide fingers down nose; apply circular movements across cheek area to temples, rotating gently and sliding fingers under eyes and back to nose (Figure 6)

FIGURE 6

JOB SHEET #4

N. Hold skin at forehead taut with index and middle fingers and rotate upward on muscle with opposite hand (Figure 7)

FIGURE 7

O. Begin circular movements across forehead at temple area and work in back and forth movements until all forehead has been massaged (Figure 8)

FIGURE 8

JOB SHEET #4

P. Make criss-cross movements across forehead from one side to the other using fingertips (Figure 9)

FIGURE 9

Q. Place middle finger at inner corner of eye and index finger over brow area; slide to outer corner of eye and under and back to starting point (Figure 10)

FIGURE 10

JOB SHEET #4

R. Slide fingers to center of forehead; draw fingers toward temples with slight pressure (Figure 11)

FIGURE 11

S. Slide fingers to center of forehead; draw fingers toward temples using slight pressure and making circular movements at temple (Figure 12)

FIGURE 12

(NOTE: The forehead movements will aid in relieving headaches.)

JOB SHEET #4

T. Slide fingertips from brow to hairline using firm pressure and repeat (Figure 13)

FIGURE 13

U. Feather fingertips off the nose to complete manipulations (Figure 14)

FIGURE 14

(NOTE: Feathering off the nose to stop or end the facial will allow a gentle stopping of manipulations. If hands are removed abruptly, the patron would become less relaxed.)

V. Complete facial

FACIALS
UNIT IV

JOB SHEET #5--ARCH THE EYEBROWS

I. Implements and equipment

A. Shampoo cape

B. Neck strip

C. Towels

D. Clippies

E. Sterilizer container

F. Tweezers

G. Eyebrow brush

H. Eyebrow pencil

I. Orangewood stick

II. Materials

A. 70 percent alcohol

B. Cotton pledgets

C. Astringent

D. Boric acid

III. Procedure

A. Wash hands

B. Drape patron for a facial

C. Arrange supplies

D. Discuss proper shape of eyebrow with patron

(NOTE: If eyebrows are extremely heavy and coarse, you may want to steam the eyebrows with a hot towel for several minutes to relax the skin.)

JOB SHEET #5

E. Measure proper eyebrow shape by placing orangewood stick diagonally from bottom of nose through the outside corner of both eyes (Figure 1)

FIGURE 1

F. Place a dot at the brow using the eyebrow pencil; repeat for other eye

G. Place orangewood stick at bottom of nostril and in line with the inner corner of eye and mark the skin to determine inside of brow on both eyes (Figure 2)

FIGURE 2

H. Ask patron to look straight ahead

JOB SHEET #5

I. Mark the highest portion of arch on both eyes by placing the orangewood stick just on the outside edge of iris of eye (Figure 3)

FIGURE 3

J. Moisten cotton pledgets with boric acid and place securely over both eyes to insure that no hairs get into eyes and to protect eyes from accidental puncture from tweezers

(NOTE: This also allows the patron to relax during the process.)

K. Begin tweezing hairs between penciled marks by holding the skin taut with one hand and tweezing hairs in direction of growth, beginning at inner corner of both eyes

L. Remove all excess hair under brows, graduating the arch to the highest point marked on both brows

M. Remove hairs beyond outer corners of eyes and between eyes

(CAUTION: Avoid tweezing hairs from top of brow. Arch can be easily destroyed by tweezing from this angle.)

N. Brush brows against growth

O. Check for strays

P. Rebrush brows in direction of growth, using a slightly up and out movement

Q. Remove cotton pledgets from both eyes

R. Apply astringent to clean cotton pledget and stroke eyebrow area in direction of hair growth on both eyes

S. Continue with facial

T. Clean work area and sanitize implements

FACIALS
UNIT IV

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions. (Answers to "a" through "o" are on this page.)

_____a. Durable, elastic organ covering the body and containing various appendages

_____b. Attached to and a dependent part of an organ

_____c. Recognize and determine the composition of a substance through a systematic process

_____d. Solution that causes the skin tissue to contract and close the pores

_____e. Solution which is used to lubricate dry skin and which is absorbed slightly by the skin

_____f. Solution which balances skin moisture and aids in relieving dry, flaky skin

_____g. Stretched tightly

_____h. Heavy, greasy cream used for facial manipulation

_____i. To maintain or keep in present condition

_____j. Medical specialist for skin and its diseases

_____k. Outer layer of skin

_____l. Inner layer of skin sometimes called *true skin*

_____m. Protein substance that is the principle compound contained in the hair and nails

_____n. Surface layer of skin containing keratin

_____o. Thin layer of small cells which allow light to pass through

1. Epidermis
2. Keratin
3. Hormone cream
4. Dermatologist
5. Dermis
6. Moisturizer
7. Appendage
8. Preserve
9. Astringent
10. Skin
11. Stratum corneum
12. Emollient cream
13. Taut
14. Analyze
15. Stratum lucidum

(Answers to "p" through "gg" are on this page.)

_____p. Layer of skin which replaces cells in top layer of skin that have worn away

_____q. Layer of skin which forms new cells and contains color pigment

_____r. Fatty tissue that gives smoothness and energy to the body

_____s. That portion of the skin containing blood vessels and tiny tactile corpuscles

_____t. That portion of the skin that contains nerves and glands

_____u. Color pigment found in stratum germinativum that gives skin its color

_____v. Cell that contains melanin

_____w. Tissue that reacts to heat, cold, or fear and is an appendage of the hair follicle

_____x. Gland that produces substance called *sebum* which gives luster to skin and hair

_____y. Gland that produces perspiration; commonly called *sweat gland*

_____z. Gland controlled by the hypothalamus which regulates body heat and is found all over the surface of the skin

____aa. Gland found in ear canals, under arms, and in genital region of body and secretes perspiration continuously from the hair follicles

____bb. Nerve ending which reacts to touch

____cc. Nerve that reacts to heat, cold, pain, and pressure by carrying impulses toward the brain

____dd. Nerve that carries impulses from the brain to the body muscles

____ee. Nerve that affects activity of sweat and oil glands

____ff. Small, grainy cells found in stratum granulosum layer of skin

____gg. Blackheads formed from hardened sebum in pore

16. Stratum granulosum
17. Sebaceous gland
18. Melanocyte
19. Stratum germinativum
20. Reticular layer
21. Sudoriferous gland
22. Melanin
23. Apocrine gland
24. Arrector pili muscle
25. Papillary layer
26. Subcutaneous tissue
27. Sensory nerve
28. Tactile corpuscle
29. Motor nerve
30. Eccrine gland
31. Comedones
32. Secretory nerve
33. Granular

____hh. Whiteheads formed from hardened sebum under skin

____ii. Condition caused by overactive oil glands that clog pores which then cause infection

____jj. Tumor of sebaceous glands commonly called *cyst*

____kk. Dry, scaly skin due to deficiency of sebum

____ll. Overactivity of sebaceous glands which causes skin to become oily

____mm. Inflammation of the sudoriferous gland under the top layer of skin; commonly called *prickly heat*

____nn. Abnormal white patches on skin present at birth

____oo. Acquired under-pigmentation of the skin

____pp. Congenital condition where the skin does not form melanin pigment

____qq. Increased deposits of pigment in skin commonly called *liver spots*

____rr. Allergic reaction to cosmetics

____ss. Callus formed by constant pressure

____tt. Wart

____uu. Disorder of short duration which may tend to be violent

____vv. Long-term or recurring disorder

____ww. First sign of a structural change in tissue due to illness or injury

____xx. Structural change in tissue which develops after primary stage

____yy. Dry and moist lesions which may be acute or chronic

____zz. Chronic inflammatory skin disease found on various areas of body

____aaa. Fever blister caused by a virus

____bbb. Tiny blood vessel found close to skin surface

34. Milia
35. Acute disorder
36. Chloasma
37. Chronic disorder
38. Keratoma
39. Leukoderma
40. Asteatosis
41. Malaria rubra
42. Seborrhea
43. Vitiligo
44. Steatoma
45. Verruca
46. Cosmetic dermatitis
47. Albinism
48. Acne
49. Psoriasis
50. Capillary
51. Motor point
52. Eczema
53. Feathering
54. Primary lesion
55. Herpes simplex
56. Secondary lesion

____ccc. Gentle removal of hands from face after completion of massage by sliding fingertips down and off the nose

____ddd. Area of muscle that contains motor nerves and is located close enough to surface of skin to be stimulated

2. Match the structures of the skin on the right to the correct functions.

_____a. Allows light to pass through

_____b. Contains nerves called *receptors* which react to cold, heat, or pain and contains oil and sweat glands, hair follicles, and blood vessels

_____c. Anchors dermis to the epidermis by tiny fingerlike projections and is well supplied with blood vessels and nerve endings called *tactile corpuscles*

_____d. Acts on tiny arrector pili muscle which is attached to hair follicle and causes the hair to stand on end when person becomes chilled or frightened

_____e. Secretes a vital oil called *sebum* to lubricate and preserve the skin

_____f. Cushions the other layers of skin and muscles, aids in keeping the skin smooth, and can be used for energy

_____g. Controls activity of the sweat and oil glands

_____h. Forms new cells, some of which are called *melanocytes* and which contain a brown-like pigment called *melanin* which gives skin its color

_____i. Reacts to cold, heat, pain, and pressure to convey messages to the brain and spinal cord

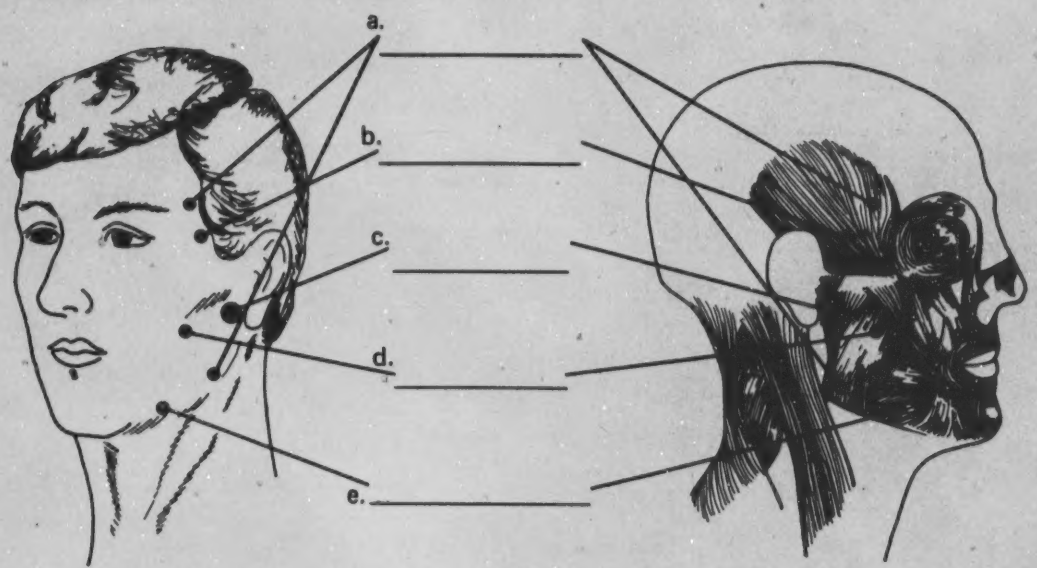
_____j. Aids in keeping body temperature regulated by excreting sweat or perspiration and removal of body waste materials

_____k. Contains a hard, protein substance which is nearly water-proof

_____l. Moves toward the skin surface to replace the cornified layer

1. Sensory nerve
2. Stratum granulosum
3. Stratum germinativum
4. Papillary layer
5. Stratum corneum
6. Reticular
7. Sebaceous gland
8. Motor nerve
9. Sudoriferous gland
10. Secretory nerve
11. Subcutaneous tissue
12. Stratum lucidum

3. Identify the muscle and nerve motor points of the face on the illustration below by writing the correct names in the blanks provided.



4. List six reasons for giving facials.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

5. Match the skin disorders and diseases on the right to the correct descriptions. (Disorders and diseases are continued on the following page.)

_____a. Blackheads on skin surface which are formed by clogged pores due to sebum

_____b. Whiteheads formed by accumulation of sebum beneath skin surface

_____c. Cyst occurring when the duct from the sebaceous gland to a hair follicle becomes clogged

_____d. Dry, scaly skin due to deficiency of sebum

1. Asteatosis
2. Steatoma
3. Comedones
4. Milia (milium)

_____e. Inflammation of the skin caused by overactive sebaceous glands which cause affected areas to become extremely oily

_____f. Inflammatory condition of skin which comes in various forms, such as vesicles or papules

_____g. Acute or chronic inflammation of the skin characterized by redness, itching, and formation of scales or crusts

_____h. Fever blister usually found on lips or nostrils

_____i. Abnormal condition resulting from contact with chemicals or dyes

_____j. Boil resulting from a skin inflammation

_____k. Staphylococci infection similar to a boil

_____l. Freckles or small discolored areas of the skin which are exposed to sunlight

_____m. Red, elevated lesions or sores covered with silvery, crusty scales of unknown origin

_____n. Abnormal amount of pigment deposits in the skin commonly called *liver spots*

_____o. Malformation of skin pigmentation commonly referred to as a *birthmark*

_____p. White patches of skin due to defective pigmentation

_____q. Acquired condition of leukoderma

_____r. Absence of melanin pigment in the body present at birth

_____s. Callous formed by constant pressure on one area of skin

_____t. Tan to bluish black spot or blemish on the skin which may be accompanied by dark hairs

_____u. Wart which is caused by a virus and which may be contagious

_____v. Any abnormal change in the structure of an organ or tissue; classified as either primary or secondary

5. Dermatitis
6. Seborrhea
7. Vitiligo
8. Keratoma
9. Lentigines
10. Albinism
11. Carbuncle
12. Leukoderma
13. Psoriasis
14. Eczema
15. Mole
16. Lesion
17. Herpes simplex
18. Chloasma
19. Furuncle
20. Verruca
21. Nevus
22. Dermatitis venenata

6. Match the primary lesions on the right to the correct descriptions.

_____	a. Blister which contains fluid and is larger than a vesicle	1.	Macule
_____	b. Blister containing fluid	2.	Papule
_____	c. Discoloration on the skin	3.	Wheal
_____	d. External swelling of varying size, color, or shape	4.	Tubercle
_____	e. Small pimple which may contain pus	5.	Tumor
_____	f. Solid lump protruding beyond the skin surface	6.	Vesicle
_____	g. Swollen, itchy lesion which lasts for a short time	7.	Bulla
_____	h. Inflamed, pus-filled elevation of the skin	8.	Pustule

7. Match the secondary lesions on the right to the correct descriptions.

_____	a. Raw area of skin produced by scraping or scratching	1.	Scale
_____	b. Thick tissue formed after an injury or skin condition	2.	Excoriation
_____	c. Epidermal flakes which may be dry or greasy	3.	Fissure
_____	d. Cracked areas in the skin commonly seen around fingertips and heels	4.	Ulcer
_____	e. Open lesion of the skin usually containing pus	5.	Scar
_____	f. Abnormal discoloration of skin after removal of moles or disappearance of freckles or liver spots	6.	Stain

8. Match the products on the right to the correct functions.

_____	a. Cleanses the face before a massage	1.	Skin freshener
_____	b. Lubricates the skin for massage manipulations	2.	Moisturizing cream
_____	c. Lubricates dry skin and aids in balancing moisture on skin	3.	Emollient cream
_____	d. Removes all traces of cream after massage	4.	Cleansing cream

_____e. Closes pores after facial

_____f. Lubricates dry skin and is absorbed slightly by the skin

_____g. Soothes and cleanses eyes

_____h. Clears skin of minor blemishes

_____i. Softens and lubricates skin for massage

_____j. Cleanses, softens, smooths, stimulates, and refreshes the skin

_____k. Closes pores and is used as an astringent

5. Astringent lotion
6. Witch hazel
7. Acne cream
8. Hormone cream
9. Mask
10. Muscle oil
11. Eye lotion

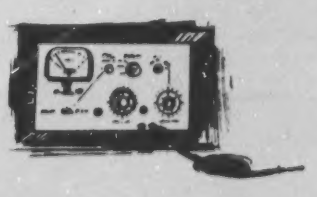
9. Distinguish between facial packs (FP) and facial masks (FM) by writing the correct letters in the blanks provided.

_____a. Recommended for dry skin and is applied directly to the skin or over a cheesecloth or gauze mesh using a heated oil to increase firmness in the skin, soften and smooth the skin, and refresh the patron

_____b. Recommended for normal or oily skin to increase firmness in the skin and blood circulation and to soften and smooth the skin and is applied directly to clean skin

10. Identify the implements and equipment used in giving facials illustrated below by writing the correct names in the blanks provided.

a. _____



b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

11. Match the implements and equipment on the right to the correct functions.

_____a. Produces heat for pain relief and has therapeutic action

_____b. Induces flow of oil and sweat glands which aids in cleansing and softening the skin

_____c. Produces germicidal action to treat skin and scalp disorders when applied to the skin

_____d. Removes blackheads from the skin

_____e. Soothes nerves, decreases blood supply, and hardens tissue

_____f. Pinpoints overactive or inflamed glands and helps to identify corrective treatment

_____g. Produces germicidal action and causes tanning when applied to skin

1. Galvanic current
2. High-frequency current
3. Infra-red lamp
4. Woods light
5. Ultra-violet lamp
6. Facial steamer
7. Comedone extractor

12. List five skin problems that require a facial.

a. _____

b. _____

c. _____

d. _____

e. _____

13. List three facial treatments for each of the following skin conditions.

a. Normal skin

1) _____

2) _____

3) _____

b. Dry skin

1) _____

2) _____

3) _____

c. Oily skin

1) _____

2) _____

3) _____

d. Acne

1) _____

2) _____

3) _____

e. Blackheads

1) _____

2) _____

3) _____

f. Whiteheads

1) _____

2) _____

3) _____

g. Age lines

1) _____

2) _____

3) _____

14. Arrange in order the steps in giving a plain facial by placing a "1" before the first step, a "2" before the second, and so on.

_____a. Apply infra-red lamp

_____b. Apply astringent (second application)

_____c. Apply emollient cream

_____d. Analyze skin

_____e. Give facial manipulations

_____f. Dot and blend moisturizer on face

_____g. Cleanse face

_____h. Remove emollient cream

_____i. Apply astringent (first application)

15. List five sanitary measures to observe while giving a facial.

a. _____

b. _____

c. _____

d. _____

e. _____

16. List five safety precautions to observe while giving a facial.

a. _____

b. _____

c. _____

d. _____

e. _____

17. Complete a safety precaution checklist.

18. Demonstrate the ability to:

a. Drape a patron for a facial.

b. Give a plain facial.

c. Apply facial mask and pack.

d. Give facial manipulations.

e. Arch the eyebrows.

(NOTE: If the above activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

FACIALS
UNIT IV

ANSWERS TO TEST

1.	a.	10	aa.	23	aaa.	55
	b.	7.	bb.	28	bbb.	50
	c.	14	cc.	27	ccc.	53
	d.	9	dd.	29	ddd.	51
	e.	3	ee.	32		
	f.	6	ff.	33		
	g.	13	gg.	31		
	h.	12	hh.	34		
	i.	8	ii.	48		
	j.	4	jj.	44		
	k.	1	kk.	40		
	l.	5	ll.	42		
	m.	2	mm.	41		
	n.	11	nn.	39		
	o.	15	oo.	43		
	p.	16	pp.	47		
	q.	19	qq.	36		
	r.	26	rr.	46		
	s.	25	ss.	38		
	t.	20	tt.	45		
	u.	22	uu.	35		
	v.	18	vv.	37		
	w.	24	ww.	54		
	x.	17	xx.	56		
	y.	21	yy.	52		
	z.	30	zz.	49		

2. a. 12
   b. 6
   c. 4
   d. 8
   e. 7
   f. 11
   g. 10
   h. 3
   i. 1
   j. 9
   k. 5
   l. 2

3. a. Trifacial nerve
   b. Facial nerve, temporal branch
   c. Facial nerve, main trunk
   d. Facial nerve, buccal branch
   e. Facial nerve, mandibular branch

4. Any six of the following:
   a. Cleanse skin
   b. Relax nerves
   c. Maintain muscle tone
   d. Strengthen weak muscles
   e. Increase circulation
   f. Activate glands
   g. Correct skin problems
   h. Prevent wrinkles and age lines from forming
   i. Soften and improve skin texture
   j. Preserve facial skin
   k. Maintain a clean and youthful feeling

5. a. 3
   b. 4
   c. 2
   d. 1
   e. 6
   f. 5
   g. 14
   h. 17
   i. 22
   j. 19
   k. 11
   l. 9
   m. 13
   n. 18
   o. 21
   p. 12
   q. 7
   r. 10
   s. 8
   t. 15
   u. 20
   v. 16

6. a. 7
   b. 6
   c. 1
   d. 5
   e. 2
   f. 4
   g. 3
   h. 8

7. a. 2
   b. 5
   c. 1
   d. 3
   e. 4
   f. 6

8. a. 4
   b. 3
   c. 2
   d. 1
   e. 5
   f. 8
   g. 11
   h. 7
   i. 10
   j. 9
   k. 6

9. a. FM
   b. FP

10. a. Facial steamer
    b. Galvanic current
    c. Comedone extractor
    d. Infra-red lamp
    e. Woods light
    f. High-frequency current
    g. Ultra-violet lamp

11. a. 3
    b. 6
    c. 2
    d. 7
    e. 1
    f. 4
    g. 5

12. Any five of the following:
    a. Normal skin
    b. Oily skin
    c. Dry skin
    d. Age lines

e. Acne

f. Blackheads

g. Whiteheads

13. Any three of the following:

a. Normal skin

1) Facial manipulations

2) Astringent

3) Infra-red lamp

4) Moisturizer for normal skin

b. Dry skin

1) Facial manipulations

2) Muscle oil

3) Infra-red lamp

4) High-frequency current

5) Oil mask

c. Oily skin

1) Negative galvanic current or cleansing cream steamed with hot towels

2) Ultra-violet lamp

3) Positive galvanic current or astringent

4) Facial manipulations

5) Clay face pack

6) Woods light

d. Acne

1) Acne cream or lotion

2) High-frequency current

3) Astringent for oily skin

4) Medicated cleansing lotion

5) Facial steamer

e. Blackheads

1) Comedone extractor

2) Medicated soap

3) Woods light

4) Facial steamer

5) Astringent

6) Ultra-violet lamp

f. Whiteheads

1) Acne cream or lotion

2) Medicated cleansing lotion

3) Astringent for oily skin

4) High-frequency current

g. Age lines

1) Moisturizer for normal or dry skin

2) Facial manipulations

3) Facial mask

4) High-frequency current

14. a. 6
b. 8
c. 4
d. 1
e. 5
f. 9
g. 2
h. 7
i. 3

15. Any five of the following:

a. Use spatulas to remove all creams and ointments from jars

b. Wash hands before and after each patron

c. Avoid common use of towels and neck strips

d. Sanitize all glass or metal implements after use on patron

e. Avoid allowing patron's bare shoulders to touch the facial lounge

f. Drape patron properly to avoid getting creams or solution on hair or clothing

g. Place all used materials, such as cotton, in a closed container

h. Avoid offensive body or mouth odor and breathing directly into patron's face

16. Any five of the following:

a. Read instructions carefully before using electrical devices

b. Check for frayed cords on electrical devices

c. Avoid leaving patron alone when connected to an electrical device

d. Avoid scratching or harming the skin during the procedure

e. Apply cotton pledgets or tinted safety glasses when using therapy lamps

f. Avoid using towels that are too hot

g. Avoid getting creams into patron's eyes

h. Avoid areas on skin which contain broken capillaries

i. Avoid massaging areas that are red and swollen or that have pus or lesions

17. Evaluated to satisfaction of instructor

18. Performance skills evaluated to satisfaction of instructor

MAKEUP
UNIT V

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss cosmetics and facial problem areas and list sanitary and safety precautions to observe while applying makeup. The student should also be able to demonstrate the ability to apply full makeup. This knowledge will be evidenced by completion of assignment sheets, job sheets, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with makeup to the correct definitions.
2. Match cosmetics used in applying makeup to the correct characteristics.
3. Identify facial shapes.
4. Identify facial profiles.
5. Proportion a face.
6. Discuss fair, dark, and oriental skin tones.
7. Distinguish between daytime and evening makeup.
8. Match facial shapes and features to problem areas needing correctional makeup.
9. List procedures needed to correct various facial problem areas.
10. Arrange in order the steps to applying daytime makeup.
11. Distinguish between strip lashes and individual lashes.
12. Arrange in order the steps for cleaning strip lashes.
13. Select from a list sanitary measures to observe while applying makeup.
14. List safety precautions to observe while applying makeup.
15. Demonstrate the ability to:
    a. Apply daytime makeup.
    b. Apply evening makeup.

MAKEUP
UNIT V

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information, assignment, and job sheets.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

(NOTE: Show examples when possible.)

F. Discuss information and assignment sheets.

G. Discuss and demonstrate procedures outlined in job sheets.

H. Decorate bulletin board with daytime and evening makeup styles from magazines.

(NOTE: Use teenagers and mature women in the pictures when possible.)

I. Invite guest makeup artists from various cosmetic companies to demonstrate the varying techniques and cosmetics offered.

J. Discuss job opportunities available in the makeup field.

K. Show slide series.

L. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Facial Shapes

2. TM 2--Facial Shapes (Continued)

3. TM 3--Facial Profiles

4. TM 4--Facial Proportions

D. Assignment sheets

1. Assignment Sheet #1--Match Basic Cosmetics to the Correct Functions

2. Assignment Sheet #2--Match Facial Characteristics to Proper Shapes

E. Answers to assignment sheets

F. Job sheets

1. Job Sheet #1--Apply Daytime Makeup

2. Job Sheet #2--Apply Evening Makeup

3. Job Sheet #3--Apply Corrective Makeup

4. Job Sheet #4--Apply Strip Lashes

5. Job Sheet #5--Apply Individual Lashes

G. Test

H. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

B. Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York: Milady Publishing Corp., 1972.

C. Traynor, Mark. *Mark Traynor's Guide to Professional Make-up Techniques.* Mark Traynor, Inc., 1974.

IV. Additional materials:

A. Eye color chart. Cosmetique Beauty Club, Inc., 1977.

B. Slides--"The Many Faces of Beauty." Milady Publishing Corporation.

MAKEUP
UNIT V

INFORMATION SHEET

I. Terms and definitions

A. Moisturizer--Solution used for dry skin and under makeup for smoothness

B. Emulsion--Permanent mixture of two or more substances such as oil and water

C. Foundation--Color suspended in an emulsion of oil; also called *base*

D. Rouge--Cream or powder mixture designed to blend color tones into cheek area

E. Astringent--Solution used to close pores and cause skin to contract

F. Adhesive--Substance that tends to adhere or stick

G. Sallow--Grayish, greenish, yellow color

H. Florid--Tinged with red; also known as *ruddy*

I. Blemish--Blotch or pimple on the skin

J. Harmony--Group of complementary items in a pleasing arrangement

K. Cupid's bow--Upper lip peaks to a point

L. Opaque--Cosmetic that does not reflect light and is not transparent or translucent

(NOTE: Opaque makeup is used to hide birthmarks or blemishes and gives a heavy coverage.)

M. Cosmetic--Product applied to enhance color or odor on the body

N. Translucent--Cosmetic containing very little or no color

O. Proportion--Being the same in size relative to other areas

P. Matte finish--Cosmetic which is dull, has no shine, and will appear darker than a shiny finish in the same color tone

Q. Naso-labial--Area on face from nose to lips

R. Caliper--Adjustable measuring instrument used to determine thickness, diameter, and distances between surfaces

INFORMATION SHEET

S. Souffle--Light, airy base makeup

T. Flaw--Imperfection of skin tones or facial structure

U. Highlight--Light or pearlized cosmetic shade used to play up certain areas of a good feature

V. Color neutralizer--Cosmetic used to hide unwanted skin tones

W. Luminous--Cosmetic which catches reflected light to produce shine

X. Focal point--Centering attention on one area

Y. Sheen--Shiny appearance which causes area to appear prominent

Z. Mauve tint--Moderate purple, lilac, or violet color

AA. Oblique--Forty-five degree angle

BB. Exotic--Strikingly or excitingly different

CC. Demarcation--Distinct line between two colors

DD. Sculpturing--Using colors to obtain an oval illusion on the face

EE. Brow bone--Area just under eyebrow

FF. Depth area--Area of eye located just above the crease on eyelid

GG. Eye tissue--Thin layers of skin in eye area

II. Cosmetics used in applying makeup

A. Moisturizer--Cosmetic which balances moisture in skin, fights dry lines and flaking skin, and aids in even application of makeup

B. Cover-up--Cosmetic which aids in hiding blemishes, discolorations, and other problem areas

C. Foundations

(NOTE: Foundations are base makeups which cover the skin to give texture and tone.)

1. Fluid makeup--Base which gives good coverage, is easy to apply, and is usually composed of oil and water with a color

2. Medicated foundation--Base used for special skin problems such as acne

3. Oily skin foundation--Base used for extremely oily skin

INFORMATION SHEET

4. Cream foundation--Light, airy base which is usually slightly oily and is sometimes called *souffle*

5. Translucent gel--Foundation which adds skin color to base but does not give enough coverage to be used alone and is not recommended for blemished skin

6. Matte finish--Foundation which contains a cream base and a powder to give a smooth, dull finish to the skin

7. Cream stick--Oily, heavy type base which gives good coverage and is not recommended for oily skin

8. Cake makeup--Matte-finish base that is applied with a sponge and is not recommended for dry skin

D. Shader--Cosmetic which adds deep tones and aids in giving problem areas the appearance of receding

(NOTE: For light skin, the recommended shades are tawny, plum, and mauve. For dark skin, use deep plum and wine shades and deep bronze.)

E. Highlighter--Light or pearlized cosmetic which attracts attention to a particular area and is usually applied to the best features

(NOTE: For light skin, the recommended shades are peach, coral, pink, and varying shades of red. For dark skin use bronze, coral, tawny, and red colors.)

F. Powder

(NOTE: Powder adds the finishing touch to makeup, sets the base, and aids in a longer lasting finish as well as prevents makeup from streaking on face due to natural oils.)

1. Translucent powder--Pale, nontinted powder that can be used over any shade of makeup and will not distort or change base shade and that mattes the skin as well as sets the make-up

2. Tinted powder--Powder which may be used alone to add color highlights to the skin

(NOTE: The powder should be a lighter shade if used over a base. Tinted powder is seldom used in professional makeup.)

3. Pressed powder--Compact powder which is heavy in texture and used for makeup retouches through the day but not for first application

(NOTE. Use a shade lighter than makeup base. Darker tones may streak the makeup.)

4. Pearlized powder--Powder which gives a luminous appearance to makeup, sets makeup, and may be used as a highlighter

G. Eye shadow

(NOTE: Eye shadow adds color and brilliance to the eyes and aids in making eyes the focal point of interest.)

1. Powder eye shadow--Eye shadow applied to the eyelid with brush or sponge which will not separate on eyelid due to skin oils

2. Wet and dry shadow--Powdered eye cosmetic that goes on dry for a soft effect or may be applied with water to intensify the color

3. Cream stick--Easy-to-apply eye cosmetic that will separate on eyelid from skin oils

4. Cream shadow--Eye cosmetic that strokes on smoothly and will not separate as much as stick cream shadow

5. Eye gel--Eye cosmetic with a glossy, translucent appearance which is used over a moisturizer

H. Eyeliner

(NOTE: Eyeliner accentuates eyes, changes the shape and gives the appearance of balance to the face, and gives exotic effect to eyes.)

1. Cake eyeliner--Eyeliner mixed with water to give as much depth as needed

2. Liquid eyeliner--Long-lasting eyeliner that cannot give as much depth of color as may be needed

3. Peel-off eyeliner--Liquid type liner that is removed by peeling it off rather than using cleansing cream

4. Eyeliner pencil--Simple method of applying liner which gives a soft appearance but which may be difficult to draw on some types of skin

I. Mascara

(NOTE: Mascara aids in framing the main focal point of the face, the eyes. It makes lashes appear longer and thicker. Black and brown colors are most common. Greens and blues may be worn on special occasions.)

1. Cake mascara--Color applied to lashes with brush and water with varied consistency

2. Applicator mascara--Self-contained color for lash which is ready to use and easy to apply

INFORMATION SHEET

J. Lashes

(NOTE: Lashes are considered an essential part of makeup and may be purchased in every weight from thin to heavy and every length from pixie to extra long in black and brown shades.)

1. Strip lashes--Synthetic or human hair lashes which are pre-cut to fit the eye and fastened to a small band and are removed each night

2. Individual lashes--Lashes applied one at a time with a strong glue which allows lashes to remain for several weeks and may only be removed by natural shedding or by applying remover

K. Eyebrow products

(NOTE: Overall balance of the face is maintained through proper placement of the eyebrow which should be done with soft lines from the eyebrow product in shades close to the hair color.)

1. Eyebrow pencil--Thin-leaded, self-sharpening pencil which comes in varying shades of brown, brown red, and black

2. Brush-on eyebrow product--Powder which is applied with brush to give soft, feathery appearance

L. Lip color

(NOTE: Lip color adds warm, bright colors to the face and may correct or alter the mouth shape to blend with other facial proportions.)

1. Lipstick--Cosmetic applied with a lip brush to add color, shape, and design to the mouth

   (NOTE: Colors range from very pale pinks and oranges to ruby red shades. Choose shade which is compatible with other makeup being used and will harmonize with skin and hair. Lip colors may also be selected to match clothing, but only after skin and hair have been considered.)

2. Lip gloss--Cream lip colors applied by brush or fingertip which may add only shine or hint of color

   (NOTE: Lipstick and lip gloss may both be used to give luminous gloss to lips.)

M. Gleamer--Cosmetic which adds color and a very high sheen when applied alone or over makeup base

INFORMATION SHEET

N. Color neutralizer--Cosmetic used to cover unwanted skin tones when applied under makeup base

(NOTE: A color neutralizer is recommended for lighter skin shades. For sallow skin, apply and blend a mauve-tinted color over face. For florid skin, a light green or lime-tinted cream is applied and blended over face to reduce the red color.)

O. Blush or rouge

(NOTE: Blush or rouge adds color highlights to the skin in the cheekbone area and gives luster to the eye area.)

1. Cream blush--Creamy cosmetic applied with fingertips to add color highlights to cheeks to provide long-lasting color and sheen

(NOTE: The cream blush is not recommended for use on oily skin.)

2. Pressed powder--Rouge which adds color to cheeks and gives a matte finish and may be used for touch-ups throughout the day

3. Gel rouge--Natural-looking, translucent sheen which may be applied with or without makeup base

III. Facial shapes (Transparencies 1 and 2)

A. Round

B. Square

C. Triangle

D. Inverted triangle

E. Oval

F. Oblong

G. Diamond

H. Uneven features

I. Heart

J. Pear

(NOTE: Most faces are comprised of two or more of the basic shapes and even the oval face may not be perfectly proportioned and may require some correction with makeup.)

INFORMATION SHEET

IV. Facial profiles (Transparency 3)

A. Convex

B. Concave

C. Unbalanced

D. Balanced

V. Facial proportions (Transparency 4)

A. Length of face should be divided into three areas

1. Hairline to inner eyebrow area

2. Brow to base of nose

3. Base of nose to bottom of chin

B. Width of face is divided into three equal sections using width of eye as guide

(NOTE: There should be one eye width between the eyes and the face should be five eyes wide across the cheekbone area.)

C. Mouth area should be divided into three areas

1. Base of nose to center of lips

2. Center of lips to base of chin

(NOTE: The number two area should be slightly larger than the number one area.)

3. The mouth should be centered between vertical lines from the inside edge of the eyes

VI. Skin tones

A. Fair skin--Fair-haired and light-eyed persons having pink undertones to skin

(NOTE: Fair-skinned people usually have blue eyes.)

B. Dark skin--Dark-haired and brown-eyed persons in the beige yellow ranges

(NOTE: Black skin may range from pale golden tan to dark tones having brown or blue undertones.)

INFORMATION SHEET

C. Oriental--Colors range from pale ivory to beige undertones

(NOTE: Skin tones of all races may vary from pale translucent beige to deep brownish black.)

VII. Daytime and evening makeup

A. Daytime makeup

1. The natural look is usually acceptable

2. Softened tones of well-blended eye shadows and cheek rouges are recommended for any age of makeup user

3. The younger woman's makeup should be light textured and give the appearance of cleanliness and simplicity

4. The mature woman should avoid heavy-textured makeup which could add years to her appearance

B. Evening makeup

1. Intensified colors are used to avoid appearing faded or washed-out

2. Eye shadows should be brilliant and shiny

3. Pearlized and glowing skin products are usually used only at this time

(NOTE: The colors should change according to each individual situation.)

VIII. Problem areas which require corrective makeup

A. Round face--Wide cheekbones, rounded jawline, short chin area, and full forehead

B. Square face--Straight hairline, square chin, and angular jaw

C. Oblong face--Long, narrow face with hollow cheeks; may also have an angular chin or a high forehead

D. Triangular face--Wide jawline and narrow cheeks and forehead

E. Inverted triangle--Wide temple and forehead and narrow chin

F. Heart-shape face--Small, nearly pointed chin, narrow jawline, and wide forehead

G. Diamond-shape face--Narrow chin and forehead which give an angular appearance with jawline and hairline nearly the same

INFORMATION SHEET

H. Pear-shape face--Wide jawline and cheek area which taper to a slightly more narrow forehead with cheeks giving an almost jowl appearance

I. Convex profile--Slanted forehead and small, receding chin

J. Concave profile--Rounded forehead and exaggerated chin line

K. Unbalanced profile--Protruding forehead or exaggerated chin

L. Nose

1. Crooked
2. Hooked
3. Short
4. Long
5. Broad

M. Cheeks

1. Full
2. Hollow

N. Chin and jawline

1. Too small
2. Long
3. Double chin
4. Wide jaw
5. Jowls

O. Forehead

1. Too high
2. Low
3. Wide

P. Eyes

1. Close set
2. Widely spaced

INFORMATION SHEET

3. Drooping
4. Bulging or protruding
5. Heavy lidded
6. Puffy
7. Small
8. Deep sunken
9. Dark circles under eyes

Q. Lips

1. Full
2. Too wide
3. Cupid's bow
4. Uneven
5. Drooping corners
6. Thin upper
7. Thin lower
8. Too thin

R. Eyebrow arch

1. Too high
2. Too low

(NOTE: Eyebrows should be arched before applying makeup.)

S. Birthmarks--Chronic dark flaws or blemishes on the skin

T. Naso-labial fold--Wrinkles and lines from the nose to mouth

U. Crow's feet--Frown lines in the eye area

V. Florid or ruddy color--Too much red or pink undertones to skin

W. Sallow color--Greenish or yellowish color tone to skin

INFORMATION SHEET

IX. Procedures used to correct facial problem areas with makeup

(NOTE: There are two rules to remember when doing corrective makeup--when area is too wide, shade it; when area is small, highlight it.)

A. Round face

1. Apply darker shade of foundation than normally used from temple to jawline and blend thoroughly

(NOTE: When blending facial makeup, use upward strokes on neck and cheek area and downward strokes on the forehead and nose to prevent facial tissues from tearing down and causing wrinkles.)

2. Turn ends of eyeliner in an upward direction

(NOTE: Keep the eyeliner as close to upper lash base as possible.)

3. Shade area of forehead at the sides using dark foundation and blending downward

INFORMATION SHEET

4. Arch eyebrow with outer end presenting a slightly winged-out appearance

   (NOTE: Eyebrow placement for most faces should extend about 12.7 mm [1/2 inch] past the outer corner of the eye.)

5. Apply eye shadow from inner corner of eye and blend toward outer end of eyebrow

6. Avoid exaggerated bow to lips but allow lips to appear fairly full

7. Apply rouge from center of eye and blend upward along cheekbone to hairline

8. Highlight center of forehead and chin and the area in center of face

(NOTE: Avoid all circular lines when working on a round face.)

INFORMATION SHEET

B. Square face

1. Shade both sides of jawline area with darker foundation and blend with upward strokes

2. Arch eyebrow to a high, natural-appearing curve
3. Apply eyeliner heavier at the center of upper lid
4. Place eye shadow across upper lid and blend out to corner of eye using more color at inner and outer corners of eyelid to brow
5. Place rouge under center of eye and blend up and out toward hairline

C. Oblong face

1. Apply darker foundation across forehead near the hairline and blend with downward movements

INFORMATION SHEET

2. Highlight temple and cheek areas

(NOTE: Highlight cheeks only if they are hollow.)

3. Arch eyebrows to a gently rounded shape and extend outward

(NOTE: Avoid turning ends downward.)

4. Place eye shadow near center of eye and blend outward toward temples

5. Begin eyeliner just past inner corner of the eye and extend beyond outer corner

6. Curve lips softly

(NOTE: If jaw is narrow, avoid extending lipstick to outer corners. If chin is long, the lower lip should appear slightly fuller than upper lip.)

7. Place rouge lower on cheekbone area at outer corner of eye and blend outward at the sides

INFORMATION SHEET

D. Triangle face

1. Shade wide area in jawline with darker foundation

2. Highlight cheekbones and forehead at sides using lighter foundation

3. Move highest portion of arch to outer corner of eye

4. Use light foundation between the eyes

INFORMATION SHEET

5. Apply eyeliner from center of eye to outer corners using a very fine line

6. Place eye shadow at center of eyelid and blend to outer corner of eye

E. Inverted triangle

1. Extend eyebrows slightly toward bridge of nose

2. Apply eye shadow heavily from center of eye to inner corner of eye

3. Keep arch in eyebrows low

4. Avoid extending eyeliner beyond lashes

5. Use light shade of foundation at center of jaws

6. Shade forehead area just below hairline using darker foundation

INFORMATION SHEET

F. Heart shape

1. Highlight front area of chin

2. Highlight area around jawline

3. Apply blush on cheekbone in center of eye and blend up and out toward hairline

4. Apply darker shade foundation on sides and top of forehead area near hairline; blend with downward strokes

INFORMATION SHEET

5. Apply eye shadow from inner corner of eye and blend toward outer end of eyebrow

6. Avoid applying lipstick past corners of lips

G. Diamond shape

1. Arch eyebrows, narrowing them at the ends

2. Place dark foundation on the wide part of cheekbones

3. Apply eye shadow on upper lids and blend to brows

4. Place eyeliner next to eyelashes using a very thin line

5. Highlight front area of chin

INFORMATION SHEET

6. Highlight forehead area around hairline

7. Apply rouge at a point under the center of the eyes and blend up and out over cheekbone to hairline

H. Pear shape

1. Arch eyebrow, narrowing them slightly at the ends
2. Place dark foundation on wide area above and under cheek and jawline

3. Apply eye shadow on upper lid and blend to brows
4. Place eyeliner next to eyelashes using a very thin line
5. Highlight front area of chin
6. Highlight forehead area around hairline

INFORMATION SHEET

I. Convex profile

1. Highlight front chin area
2. Highlight area along the hairline

   (NOTE: If forehead is also narrow, highlight the sides and temples.)
3. Use lighter foundation on sides of nose onto cheeks and blend

   (NOTE: A darker shade of foundation may be needed down the center portion of nose.)
4. Round eyebrows and extend outward gently

J. Concave profile

1. Shade temple and forehead area using a darker foundation with downward strokes
2. Shade triangular area on chin

3. Place lighter foundation down center of nose stopping at tip of nose
4. Highlight area in center of face

INFORMATION SHEET

K. Unbalanced profile

1. Shade area that protrudes or is exaggerated on face

2. Highlight good features and emphasize the eyes

L. Nose

1. Crooked--Shade the side that the nose turns in to and highlight a very fine line down center of nose

(NOTE: Place the fine line in a straight line down the nose. Avoid following the curve of the nose.)

2. Hooked--Shadow area that is hooked and blend a highlight directly below the shadow

3. Short--Place highlight directly down center of nose and under tip of nose

4. Long--Shadow the nostrils and tip of nose

5. Broad--Shadow sides of nose and blend a fine line of highlight down the center of the nose

INFORMATION SHEET

M. Cheeks

1. Full--Shadow area directly under the outer corner of the eye up toward tops of ears and apply highlighter above cheekbone area and shadow area under cheekbone

2. Hollow--Apply highlight directly to hollow area and apply a soft color blush to cheek area

N. Chin and jawline

1. Small--Highlight area

2. Long--Shade base or tip of chin area

3. Double chin--Place shading directly under chin on outer double chin area

4. Wide jaw--Shade along jawline and slightly under jaw

INFORMATION SHEET

5. Jowls--Apply shading to jowl area and blend upwards along jawline

O. Forehead

1. High--Shade area just below hairline

2. Low--Highlight area along hairline

(NOTE: If the forehead is narrow, highlight sides and temple area.)

3. Wide--Shade sides of forehead and blend downward toward temple area

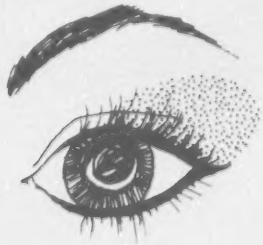
P. Eyes

1. Close set

a. Tweeze brows slightly past inner corner of eyes, bringing them out past the outer corner of the eye

b. Apply highlighter or light shade of eye shadow at inner area of eye

c. Place colored eye shadow near center of eye and extend past outer eye area



INFORMATION SHEET

d. Begin upper and lower eyeliner past the inner corner of the eye and extend eyeliner through the outer corner of the eye

2. Widely spaced

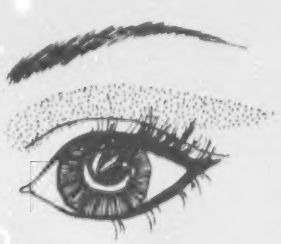
a. Bring eyebrows in closer to nose

b. Start colored eye shadow near inner corner of eye and blend to a slightly lighter shade before reaching outer corner of eye

c. Place eyeliner near tear duct and bring out subtlely to corner of eye

3. Drooping

a. Shade area across fold of eyelid and blend outward



b. Tweeze under outer portion of brow for a better arch

INFORMATION SHEET

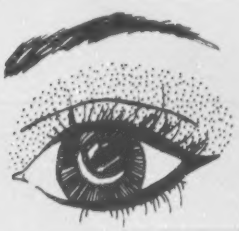
c. Highlight directly under arch of brow

d. Apply very thin eyeliner to eye and thicken only at outer edge to give lift to the eye

e. Apply strip lashes slightly higher at outer corners of eyes

4. Bulging or protruding

a. Apply shadows that are brown, gray, or deep plum shades close to lash line and blend into softer tones up to brow area



(NOTE: Avoid pearlized or shiny eyeshadows on protruding eyes.)

b. Apply highlighter under arch if brow bone is not prominent or protruding

5. Heavy lidded--Blend darker eye shadow evenly across heavy portion of lid from eyelash line to creased area at inner corner of eye

6. Puffy eyes--Apply darker foundation, shading, or eye shadow to puffy area

7. Small

a. Extend shadow beyond and below the eyes

INFORMATION SHEET

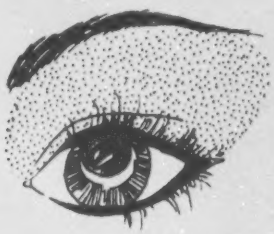
b. Apply eyeliner in the open-end manner

(NOTE: Top and bottom lines do not meet at outer corner of eye. The contrast between the dark eyeliner and whiteness of the eye offers a shock value which causes the eye to appear larger even though a dark color is being used surrounding the eye.)

8. Deep sunken

a. Increase eye area by tweezing brows from the underside

b. Highlight entire eyelid area using highlighter



c. Apply thin, lower eyeliner below base of lashes and extend past outer corner of eye, filling in corner area to open up eye

d. Apply thin-based long lashes

9. Dark circles--Apply light foundation cream or light shade of stick foundation to dark area

(NOTE: Measure the eyes to check for proper placement by using an orangewood stick or calipers. Calipers add a professional look to the service.)

Q. Lips

(NOTE: For best results a lip brush should always be used to apply lip colors.)

1. Full

a. Apply foundation or opaque makeup base to the entire mouth

b. Apply medium color lipstick just inside natural lip line and fill in area with lip color

(NOTE: Lip line may be lessened by drawing around natural lip line with a brown lip pencil and blending lipstick color inside lines. Avoid light or pearlized colors on a too full mouth.)

INFORMATION SHEET

2. Wide--Place lip color just inside corners of mouth but not out to edges and blend lighter shade of lip color or lip gloss in center

3. Cupid's bow--Fill in cupid's bow area with darker shade of lip color and blend lighter shade on sides of lips to give wider appearance

4. Uneven--Outline lips using lip brush and color or lip pencil, balancing both sides and filling in outlined area with lip color

   (NOTE: Applying foundation to lips before applying color will hide area of lips not colored.)

5. Drooping corners--Outline lips with lip brush and lip color or lip pencil, bringing the corners upward and filling in the outlined area with lip color

6. Thin upper lip--Outline upper lip with lighter shade of lipstick and lower lip with darker shade of lipstick and fill in outlined areas with medium shade of lip color

   (NOTE: Always blend the colors well. The appearance should be one of balance, not of three tones of color on lips.)

7. Thin lower lip--Outline upper lip with darker shade of lip color and lower lip with lighter shade of lip color and blend medium shade inside outlines

8. Both lips thin--Outline lips slightly above natural lip line with a darker shade of lip color, filling in outlined area with lighter shade and applying a lip gloss over both lips

   (NOTE: Extend lighter shade of lip color over darker outlined shade.)

R. Eyebrow arch

1. Too high--Remove unwanted hair from top of brow and fill lower area in with eyebrow pencil using short strokes in one direction

   (CAUTION: Use extreme care when removing hair from top of arch because arch may be destroyed.)

   (NOTE: Always brush eyebrows before and after applying eyebrow pencil to give a soft effect.)

2. Too low--Remove unwanted hair from lower portion of brow to build up arch

   (NOTE: Eyebrow pencil should be used to fill in areas above brow to raise the arch.)

INFORMATION SHEET

S. Birthmarks--Apply an opaque cream with a brush or blend with fingertips on area to be hidden

(NOTE: Opaque creams may be applied under or over foundations. If applied under foundation, a light beige is acceptable. If opaque cream is used over the foundation, it should be close to natural color of skin. Opaque cream should always be at least one shade lighter than the foundation to be used.)

T. Naso-labial fold

1. Apply cover-up or highlighting cream in a very thin line directly into wrinkle or fold using a brush
2. Smooth away excess cream using fingertips
3. Stretch out the skin and dust lightly with translucent powder

(NOTE: Remove all excess powder to avoid build-up.)

U. Crow's feet

1. Apply cover-up or highlighting cream in a very thin line directly into wrinkle or fold using a brush
2. Smooth away excess cream using fingertips
3. Stretch out the skin and dust lightly with translucent powder

V. Florid or ruddy color--Blend green or lime-tinted cream lightly over entire face before applying foundation where excessive florid color exists

(NOTE: Green tends to counteract or neutralize red. If face is extremely red, then a deeper shade of green must be used to offset it. If green shades are unavailable, a soft beige foundation containing no orange, pink, or red tones may be used.)

W. Sallow color--Blend a mauve-tinted cream onto sallow areas of face before applying foundation

(NOTE: The sallow color tone has a green to yellow cast and mauve is the best shade to counteract this because of its purple tendencies. Yellow and purple neutralize each other.)

X. Steps for applying daytime makeup

A. Apply moisturizer

B. Blend on foundation or base makeup gently

C. Brush on rouge

(NOTE: Cream rouge should be stroked on with fingertips.)

INFORMATION SHEET

D. Blend eye shadow on eyelids

E. Apply eyeliner

F. Brush eyebrows and apply eyebrow pencil

G. Apply powder

H. Brush on mascara

(NOTE: False eyelashes are now considered optional for daytime makeup.)

I. Apply lip coloring

XI. Strip and individual lashes

A. Strip lashes--Applied with an adhesive directly from the tube and is fitted to the curve of the eye

(NOTE: The pre-cut lashes are attached to a base and made of human hair or synthetic fiber. Upper and lower lashes may be worn. Colors range from brown to black and sizes may range from pixie to heavy. Lashes are removed each night.)

B. Individual lashes--Applied one lash at a time using a specially prepared adhesive that allows the lashes to remain fixed for up to six weeks if applied properly

(NOTE: Both upper and lower lashes may be applied. They may be removed by natural shedding of original eyelash, by eyelash removal solution, or by a solution containing oil. The lashes are made from human hair or synthetic fiber and are commonly called *semi-permanent lashes*.)

XII. Steps for cleaning strip lashes

A. Remove adhesive by holding lash in one hand and peeling adhesive off in one strip

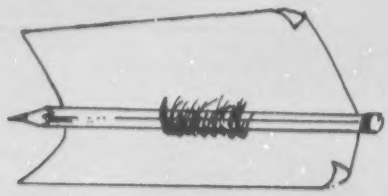
(NOTE: Avoid harming lash by pulling adhesive gently.)

B. Cleanse lashes by dropping lash into solution of lash cleaner, wig cleaner, or 70 percent alcohol for several minutes

C. Place lash on towel and allow to semi-dry

INFORMATION SHEET

D. Recurl lash by placing lash on a piece of tissue or wax paper and wrapping it around a pencil to dry



(NOTE: Synthetic lashes may be cleansed with mild soap and water and recurled on a pencil.)

XIII. Sanitary measures to observe while applying makeup

A. Use spatula to remove creams from jars

B. Avoid common use of eyebrow pencils, lip brushes, and lipsticks applied directly from tube

(NOTE: Some lip brushes can be sanitized. Eyebrow pencils should be sharpened before use on each patron.)

C. Discard cotton and cleansing tissue in closed container

(NOTE: Avoid common use of sponges when applying water-based makeup.)

D. Drape patron properly to protect clothing

E. Wash hands before and after each patron

F. Use clean towel for each patron

G. Remove any stains with soap and water immediately

XIV. Safety precautions to observe while applying makeup

A. Avoid getting mascara in eyes

B. File your fingernails smooth so that patron's skin is not scratched

C. Use hypoallergenic adhesive for strip lashes

D. Avoid pointing sharp implements toward patron's eyes

E. Remove lashes gently, being careful not to pull skin or tear out original lashes

F. Work in a well-lighted area

INFORMATION SHEET

G. Remove adhesive from tweezers immediately

H. Recap bottles immediately after use

I. Do not rub or irritate skin

J. Read manufacturer's instructions carefully before using any product

Facial Shapes

Round

Square

Triangle

Inverted Triangle

Uneven

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Facial Shapes

(Continued)

Oblong

Diamond

Oval

Heart Shape

Pear Shape

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Facial Profiles

Convex

Concave

Unbalanced

Balanced

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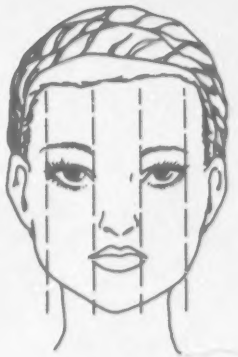
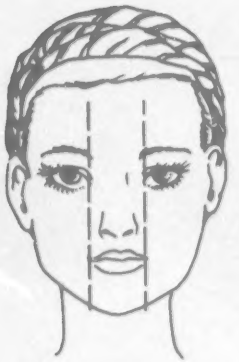
Facial Proportions

Length Divided
Into Three Areas

Mouth Area Divided
Into Three Areas



Area Across Divided
Into Three Areas



Width of One Eye
Between Each Eye

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MAKEUP
UNIT V

ASSIGNMENT SHEET #1--MATCH BASIC COSMETICS
TO THE CORRECT FUNCTIONS

The cosmetic industry is one of the top money producers in the economy and the cosmetologist should be aware of all products available for the patron.

_____a. Balances moisture and aids in fighting dry, flaky skin

_____b. Aids in hiding blemishes

_____c. Gives skin texture and tone and comes in various types of solutions for different skin problems

_____d. Adds deep tones and gives appearance of receding

_____e. Attracts attention to particular area

_____f. Adds finishing touch to makeup and sets the makeup for longer-lasting finish

_____g. Adds color and brilliance to eyes and aids in making eyes the focal point

_____h. Accentuates eyes, changes shapes, and gives appearance of balance to face

_____i. Frames eyes and makes lashes appear thicker and longer

_____j. May be purchased in black or brown shades from pixie to heavy and applied by strip or individual methods

_____k. Produces soft lines on eyebrow in brown or black shades

_____l. Adds warm bright colors to face and may correct or alter mouth shape

_____m. Adds color and sheen to skin when applied alone or over makeup

1. Highlighter
2. Eye shadow
3. Eyebrow product
4. Powder
5. Lip color
6. Foundation
7. Eyeliner
8. Gleamer
9. Moisturizer
10. Mascara
11. Shader
12. Lashes
13. Blush or rouge
14. Color neutralizer
15. Cover-up

ASSIGNMENT SHEET #1

_____n. Aids in hiding unwanted skin tones

_____o. Adds color highlights to the skin in the cheekbone area

MAKEUP
UNIT V

ASSIGNMENT SHEET #2--MATCH FACIAL CHARACTERISTICS TO PROPER SHAPES

Being familiar with facial shapes will allow the cosmetologist to create new and exotic makeup for the patron.

_____a.	Wide cheekbones, rounded jawline, short chin area, and full forehead	1.	Triangle
_____b.	Straight hairline, square chin, and angular jaw	2.	Square
_____c.	Long, narrow face with hollow cheeks; may have angular chin or high forehead	3.	Convex profile
_____d.	Wide jawline and narrow cheeks and forehead	4.	Heart
_____e.	Wide temple and forehead and narrow chin	5.	Pear
_____f.	Small, nearly pointed chin, narrow jawline, and wide forehead	6.	Round
_____g.	Narrow chin and forehead which give angular appearance with jawline and hairline nearly the same	7.	Oblong
_____h.	Wide jawline and cheek area which taper to slightly more narrow forehead with cheeks giving an almost jowl appearance	8.	Concave profile
_____i.	Slanted forehead and small, receding chin	9.	Unbalanced profile
_____j.	Rounded forehead and exaggerated chin line	10.	Diamond
_____k.	Protruding forehead or exaggerated chin	11.	Inverted triangle

MAKEUP
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

a. 9
b. 15
c. 6
d. 11
e. 1
f. 4
g. 2
h. 7
i. 10
j. 12
k. 3
l. 5
m. 8
n. 14
o. 13

Assignment Sheet #2

a. 6
b. 2
c. 7
d. 1
e. 11
f. 4
g. 10
h. 5
i. 3
j. 8
k. 9

MAKEUP
UNIT V

JOB SHEET #1--APPLY DAYTIME MAKEUP

I. Implements and equipment

A. Eyebrow brush

B. Neck strips

C. Clippies

D. Towels

E. Tissues

F. Reclining chair

G. Stool

H. Lamp or well-lighted area

I. Cotton pledgets

J. Spatula

K. Lip brush

L. Orangewood stick

M. Cotton-tipped stick

N. Dish or flat container

O. Sponge

P. Tweezers

Q. Sterilizer container

II. Materials

A. Moisturizer

B. Foundation

JOB SHEET #1

C. Cream blush

D. Powder blush

E. Eye shadow

F. Eye liner

G. Mascara

H. Eyebrow pencil

I. Face powder

J. Strip lashes

K. Adhesive

III. Procedure

(NOTE: If eyebrows are to be arched, they should be completed before beginning makeup.)

A. Wash hands

B. Drape patron as for a facial

C. Dot moisturizer on cheeks, nose, forehead, and chin and blend on face, using upward movements on neck, chin, and cheek area and downward strokes on forehead and nose

(NOTE: Use spatula to remove creams from containers.)

D. Select proper color foundation for patron's skin tones

E. Place small amount of foundation in palm of hand

(NOTE: If foundation is in stick or cream form, use a spatula to remove the product from the container and place the foundation on the back of the hand near the thumb.)

JOB SHEET #1

F. Dot foundation on cheeks, nose, forehead, and chin with fingertip (Figure 1)

FIGURE 1

(NOTE: Avoid getting makeup into hair.)

G. Spread and blend foundation with fingertips, using upward strokes on chin and cheek area and downward strokes on forehead and nose

(NOTE: A sponge should be used to blend water-based foundation.)

(CAUTION: Avoid rubbing foundation under eye area; pat foundation on face.)

H. Apply cheek color by asking patron to smile and then placing dots of color directly on cheek bone area that protrudes when smiling, blending up and out toward hairline (Figure 2)

FIGURE 2

(NOTE : Cheek color should be placed approximately 12.7 mm [1/2 inch] from the nose and should not extend below the top of the lips or directly into eye sockets.)

JOB SHEET #1

I. Apply eye shadow using a cotton-tipped stick, fingertips, or brush; blend shadow from inner corner of eye to the outer portion of eye stroking in one direction and blending to avoid a line of demarcation (Figure 3)

FIGURE 3

(NOTE: The color should diminish in intensity as it is stroked toward the outer portion of the eye. When using more than one color, begin application with the lighter color using whites, ivories, yellows, or pinks and ending with the deeper color eye shadows. Blend the two eye shadows together.)

J. Place powder on cotton pledget and bend and flex the pledget to spread powder evenly throughout

K. Dot pledget on cheeks, nose, forehead, and chin

(NOTE: Face will appear too powdery after initial application.)

L. Allow powder to set for thirty seconds or longer

M. Fluff off excess powder with clean cotton pledget using light downward strokes over entire face area

(NOTE: Fluffing the face downward will allow the soft, fine facial hairs that have been raised off the skin during the foundation application to lay close to the skin so that they will not show in daylight or bright lights.)

N. Apply powder blush using same procedures as cream blush

JOB SHEET #1

O. Place eyeliner close to base of lashes using a pencil or liquid liner and drawing the liner slightly past the base of the lashes, turning the ends upward and holding the skin taut

(NOTE: Apply strip lashes at this point if they are to be used.)

(CAUTION: Avoid severe strain when pulling skin taut in eye area so that tissues will not be broken down.)

P. Measure eyebrow placement using an orangewood stick

Q. Apply eyebrow pencil using short strokes in direction of hair growth

(NOTE: Several shades of pencils may be used to achieve a more natural appearance or an artist's ebony sketching pencil may be used to blend with any hair coloring.)

R. Brush brow with eyebrow brush in upward and outward movements and in direction of brow growth

S. Brush mascara on lashes by stroking from underneath the upper lashes moving in an outward and upward direction and stroking down from the top on lower lashes

(NOTE: Mascara may be placed on strip lashes if desired.)

(CAUTION: When applying mascara, work from behind the patron. Ask patron to close eyes and gently lift eyelid and brush on mascara to avoid injury to the eyes. See Figure 4.)

FIGURE 4

T. Remove lip color from container using a spatula and placing lip color on dish or flat container

JOB SHEET #1

U. Ask patron to open mouth slightly and hold lips taut

V. Hold lip brush just as a pencil is held and rest the small finger on chin for support

W. Outline upper lip, beginning at corner of lip away from you; draw a fine line over the bow of the lips and to the opposite corner

X. Outline lower lip, beginning at corner away from you and drawing a fine line to opposite corner

Y. Fill in outlined area with desired lip color using the lip brush

(NOTE: Always blend colors together when two or more are being used to avoid line of demarcation.)

Z. Blot lips on tissue to de-emphasize the mouth if needed (Figure 5)

FIGURE 5

AA. Blot face carefully with slightly dampened sponge to set makeup

(NOTE: Blotting the face with dampened sponge is an optional step and may be omitted.)

BB. Clean work area and sanitize implements

MAKEUP
UNIT V

JOB SHEET #2--APPLY EVENING MAKEUP

I. Implements and equipment
   A. Eyebrow brush
   B. Neck strip
   C. Clippies
   D. Towels
   E. Tissue
   F. Reclining chair
   G. Stool
   H. Lamp or well-lighted area
   I. Cotton pledgets
   J. Spatula
   K. Lip brush
   L. Orangewood stick
   M. Cotton-tipped stick
   N. Dish or flat container
   O. Sponge
   P. Tweezers
   Q. Sterilizer container

II. Materials
   A. Moisturizer
   B. Cream blush
   C. Powder blush
   D. Eye shadows
   E. Eyeliner

JOB SHEET #2

F. Mascara

G. Eyebrow pencil

H. Pearlized powder

I. Gleamer

J. Strip lashes

K. Adhesive

L. 70% alcohol

M. Lip gloss

III. Procedure

A. Wash hands

B. Drape patron as for a facial

C. Apply moisturizer

D. Remove foundation from container and dot on cheeks, nose, forehead, and chin and blend using upward strokes on chin and cheek area and downward strokes on forehead and nose area

(NOTE: Always use a spatula to remove creams from containers.)

E. Apply gleamer using same procedure as for foundation

F. Apply cheek color, placing a light shade of blush on upper cheek bone

G. Place a darker shade of blush directly under cheek bone area and blend to avoid a line of demarcation

H. Apply eye shadow to the eyelid, beginning at lash line and blending up to crease line

(NOTE: Apply the darker color eye shadow to achieve a deeper tone in the depth area of the eye and blend up toward the brow bone.)

I. Apply highlighter to brow bone just under arch

(NOTE: Pearlized eye shadows or shadows containing some gloss add unusual effects for nighttime wear.)

J. Blend eye shadow colors together using fingertips, cotton pledgets, or tissue wrapped around forefinger

(NOTE: A third color may be added to achieve desired effect.)

JOB SHEET #2

K. Place pearlized powder on cotton pledget

(NOTE: A shiny look adds excitement to evening makeup.)

L. Fluff powder over face and allow powder to set for at least one minute to soak up moisture in skin

M. Use clean cotton pledget and make light, downward stroking movements on face to remove excess powder

N. Apply light shade of pearlized powder blush to upper cheek bone

(NOTE: A darker shade powder blush may be applied directly under cheekbone area and blended thoroughly to achieve dramatic effect.)

O. Place eyeliner close to base of lashes to achieve desired effect

1. Round eye--Apply lines very thin at inner corner, widen at center of eye, and taper to thin line at outer corner

(NOTE: If lower liner is used, it should be placed in the same manner to achieve an innocent, wide-eyed look. See Figure 1.)

FIGURE 1

2. Oblique eye--Begin line thin at inner corner and make it wider as it approaches outer corner where it should extend outward into an oblique line

(NOTE: If lower line is used, it should meet the upper line at outer corner of the eye. Avoid meeting the lines on the inner corner so that eye will not appear enclosed. See Figure 2 on the following page.)

JOB SHEET #2

FIGURE 2

3. Open-end eye--Apply liner in a sweeping stroke effect from inner corner of eye to the outer portion and then curving out (Figure 3)

(NOTE: The lower line is applied in same manner but lower and upper lines should not touch at outer corner. This line is commonly used by ballerinas and other performers. It is ideal for the small eye.)

FIGURE 3

4. Classic--Apply liner at inner corner making a fine line until passing center of eye and then thicken line to a painted wedge-type shape at the outer corner of eye to give a droopy-type eye a lift (Figure 4)

FIGURE 4

JOB SHEET #2

5. Conservative--Follow patron's eye shape and do not extend beyond outer corner of eye (Figure 5)

FIGURE 5

P. Apply strip lashes at this point if desired

Q. Apply eyebrow pencil in short, swift strokes

R. Brush eyebrows in growth direction

S. Brush mascara on upper and lower lashes and on strip lashes if used

T. Ask patron to open mouth slightly and hold it taut

U. Outline mouth using pencil or lip color (Figure 6)

FIGURE 6

V. Fill in and blend area inside of outline with desired color

(NOTE: Blotting may be necessary if lips are to be de-emphasized.)

W. Apply lip gloss using fingertips or lip brush

(NOTE: Remove all creams from containers, using a spatula.)

X. Clean work area and sanitize implements

MAKEUP
UNIT V

JOB SHEET #3--APPLY CORRECTIVE MAKEUP

I. Implements and equipment

A. Eyebrow pencil

B. Eyebrow brush

C. Neck strips

D. Clippies

E. Towels

F. Tissues

G. Reclining chair

H. Stool

I. Lamp or well-lighted area

J. Cotton pledgets

K. Spatula

L. Lip brush

M. Orangewood stick

N. Cotton-tipped stick

O. Dish or flat container

P. Sponge

Q. Tweezers

R. Sterilizer container

S. Calipers

II. Materials

A. Moisturizer

B. Cover-up

C. Foundation

JOB SHEET #3

D. Cream blush

E. Powder blush

F. Eye shadows

G. Eye liner

H. Mascara

I. Eyebrow pencil

J. Face powder

K. Strip lashes

L. Adhesive

M. 70% alcohol

N. Shades

O. Highlighter

III. Procedure

A. Wash hands

B. Drape patron as for a facial

C. Apply moisturizer by placing dots on neck, chin, and cheek area and blending

D. Brush on cover-up to shadows under eyes, blemishes, discolorations, or any other flaw

(NOTE: Avoid placing cover-up on puffy area of eye, place on dark area of eye only.)

E. Blend cover-up and smooth edges

(NOTE: Cover-up will appear lighter than rest of skin but foundation application will balance color. One shade of cover-up is sufficient for most skin colors.)

F. Select foundation shade close to the natural skin tone

(NOTE: It may be necessary to mix two or more shades together to obtain desired color. Test mixed color on back of neck. If mixture blends into neck, color mixture is sufficient.)

JOB SHEET #3

G. Apply foundation by dotting foundation on forehead, cheeks, chin, nose, and eyelids and blending smoothly

(NOTE: Blend base over eyelids and mouth and under chin area onto neck. Use tissue to remove excess from neck area to avoid getting makeup on the collar.)

H. Place rouge on fullness of cheekbone directly under outer corner of eye and working upward toward hairline, blending for a natural look

(NOTE: Placement of the rouge should be guided by the correctional problem, but avoid placing rouge too low on cheeks or too close to nose to prevent an aged appearance.)

I. Shade wide areas of face to make them recede, blending thoroughly

(NOTE: Placement of shading should be done according to problem area.)

J. Apply highlighter with fingertips and blend thoroughly

(NOTE: Placement of highlighting should be done according to problem area. Highlighting may be used instead of shading when shading may be unwise, such as in daytime makeup.)

K. Fluff translucent powder on face to set makeup

(NOTE: Avoid rubbing powder; pat or lightly stroke only.)

L. Remove excess powder using clean cotton pledget

M. Apply eye shadow

(NOTE: Placement of eye shadow should be done according to problem area.)

N. Brush or pencil on eyeliner

(NOTE: Placement of eyeliner should be done according to problem area. Use a cotton-tipped stick to smudge eyeliner if liner appears too obvious.)

O. Apply strip lashes at this point if desired

P. Brush on mascara using one or two applications

(CAUTION: Avoid pointing wand of mascara toward patron's eyes.)

Q. Apply eyebrow pencil using two colors to add dimensions

(NOTE: Always use a sharp-pointed eyebrow pencil.)

JOB SHEET #3

R. Outline lips and apply lip color according to desired effect

(NOTE: Blotting may be necessary.)

S. Apply lip gloss

T. Clean work area and sanitize implements

MAKEUP
UNIT V

JOB SHEET #4--APPLY STRIP LASHES

I. Implements and equipment

A. Tweezers

B. Mascara brush

C. Toothpick

D. Manicure scissors

E. Sterilizer container

F. Foil paper

G. Towel

II. Materials

A. Eyelashes

B. Surgical adhesive

C. 70% alcohol

D. Mascara

III. Procedure

(NOTE: If natural lashes grow too straight or straight down, begin procedure by using mascara and then curling lashes with eyelash curler.)

A. Wash hands

B. Place tweezers in sterilizer container with 70% alcohol

C. Place towel under patron's neck and over each shoulder to protect clothing if eyelash should drop

(NOTE: A shampoo cape or any other bib type covering would be sufficient.)

D. Examine each lash to determine for which eye the lash is made by placing the lash on the eye with the heavy side resting at the outer corner of the eye

(NOTE: Some lashes may need to be trimmed or feathered. Avoid trimming length of lash straight across. Always cut at uneven angles, leaving some hairs shorter than others. Feathering should be done by placing the lash on a hard surface and making a scraping, outward stroke with a razor blade held straight up and down, leaving some lashes shorter than others.)

JOB SHEET #4

E. Place small portion of surgical adhesive on foil

F. Dip point of toothpick into adhesive

G. Pick up one eyelash with tweezers or fingertips

(NOTE: Pick up eyelash by feathered side opposite the base.)

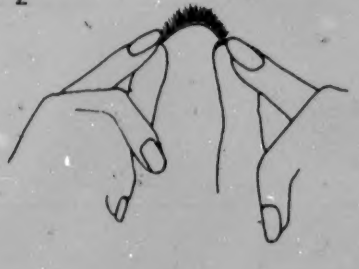
H. Apply adhesive to base of eyelash with toothpick (Figure 1)

FIGURE 1

I. Allow adhesive to dry for about thirty to sixty seconds

J. Flex and bend lash into horseshoe form to allow for better fit to the eye (Figure 2)

FIGURE 2



K. Ask patron to look down, keeping eyes half-closed

(NOTE: If eyelids flutter, draw the skin taut with fingertips.)

(CAUTION: If eyes are closed completely, lower lashes may be glued to upper lashes.)

JOB SHEET #4

L. Place eyelash along base of natural lashes using either the tweezers or fingertips

(NOTE : Remember to place shorter hair about 6.35 mm [1/4 inch] from corner of eye.)

M. Press along the base with tweezers to hold lash firmly in place

N. Press strip lashes and natural lashes together using forefinger and thumb

O. Allow to dry approximately five minutes

P. Dip toothpick into adhesive and apply to second lash

Q. Allow to dry for thirty to sixty seconds

R. Flex and bend eyelash into horseshoe shape

S. Ask patron to look down, keeping eyes half-closed

T. Place eyelash along base of natural lashes using either tweezers or fingertips

U. Press along base with tweezers to hold lash firmly in place

V. Press strip lashes and natural lashes together using forefinger and thumb

W. Allow to dry for approximately five minutes

X. Blend natural lashes with strip lashes by brushing from underneath using a mascara brush

Y. Apply mascara from underneath if used

(NOTE : Lower lashes are applied in the same manner as the upper lashes. The lower lashes should fit under the base of the natural lashes as closely as possible.)

Z. Clean work area and sanitize implements

MAKEUP
UNIT V

JOB SHEET #5--APPLY INDIVIDUAL LASHES

I. Implements and equipment

A. Tweezers

B. Sterilizer container

C. Eyelash brush

D. Small dish or container

E. Cotton swabs

F. Shampoo cape

G. Towels, 2

H. Neck strip

I. Reclining chair

J. Stool for cosmetologist

K. Hand mirror

II. Materials

A. Eye-makeup remover

B. Tissues

C. Semi-permanent eyelash adhesive, clear or black

(NOTE: If there is some doubt as to whether a patron is allergic to the adhesive, place a small dot of the adhesive behind one ear, wait twenty-four hours, and check for a reaction.)

D. Synthetic or human hair lashes

(NOTE: The human hair lashes are more expensive but look more natural and usually stay on longer.)

E. 70% alcohol

F. Eyelash remover

JOB SHEET #5

III. Procedure

A. Wash hands

B. Place tweezers in sterilizer jar containing 70% alcohol

C. Drape patron, using neck strip and shampoo cape

(NOTE: Patron's clothing should be protected from eyelash adhesive.)

D. Place patron in reclined position (Figure 1)

FIGURE 1

(NOTE: Work from behind the patron.)

E. Place towel over patron's chest and shoulders

F. Remove all traces of makeup from both eyes using eye-makeup remover

(NOTE: Soap and water may be used.)

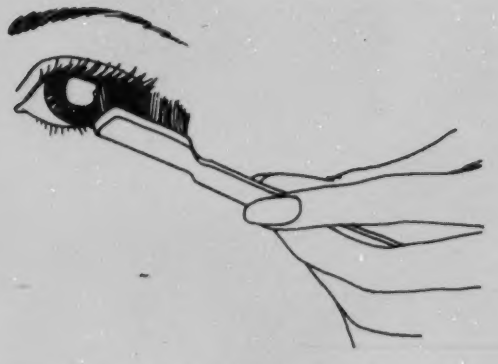
G. Pat both eyes dry using towel

(NOTE: Eyelash adhesive will not adhere if any traces of makeup are left on lashes.)

JOB SHEET #5

H. Brush natural lashes using eyebrush to separate them (Figure 2)

FIGURE 2



I. Place small amount of eyelash adhesive into small dish or container

(NOTE: Pour out very little adhesive at a time because it dries very quickly.)

J. Remind patron to close eyes only halfway, allowing the patron to blink to prevent tearing

(CAUTION: If eyes are completely closed, the lower and upper lashes may be glued together.)

K. Place tweezers in center of eyelash and pull lash straight away from tray

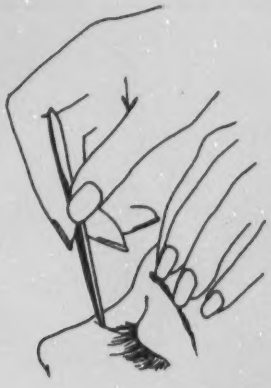
L. Dip end of lash into adhesive, allowing a generous amount of adhesive to adhere to lash

M. Stroke lash down natural lash on which it is to be placed, allowing excess adhesive to spread over natural lash

JOB SHEET #5

N. Place individual lash directly over natural lash toward the base (Figure 3)

FIGURE 3



(NOTE: Begin application in center of eye and work out to either side, using longer lashes in center and outer corner and shorter lashes toward inner portion of eye.)

(CAUTION: Avoid placing individual lash on skin. The lash will not adhere and the adhesive may irritate the skin.)

O. Place three or four lashes on one eye and allow patron to look up and into hand mirror to check the eyelash position

(NOTE: If eyes flutter during application, gently pull skin taut with fingertips.)

P. Place three or four eyelashes on second eye

(NOTE: Alternating from one eye to the other may prevent tearing during lash process.)

Q. Apply eyelashes to both eyes alternating after every three or four lashes and checking progress in mirror periodically

(NOTE: Keep ends of tweezers free from adhesive.)

R. Advise patron not to rub eyes or use creams or oils on them

S. Allow lashes to dry for two hours before applying eye shadow

(NOTE: Eyeliner and mascara are not needed.)

(CAUTION: Avoid pulling off individual lashes. Remove the individual lashes with a special remover to avoid pulling out natural lashes.)

T. Clean work area and sanitize implements

MAKEUP
UNIT V

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions. (Answers to "a" through "n" are on this page.)

_____a. Solution used for dry skin and under makeup for smoothness

_____b. Color suspended in an emulsion of oil; also called *base*

_____c. Permanent mixture of two or more substances such as oil and water

_____d. Cream or powder mixture designed to blend color tones into cheek area

_____e. Solution used to close pores and cause skin to contract

_____f. Substance that tends to adhere or stick

_____g. Grayish, greenish, yellow color

_____h. Tinged with red; also known as *ruddy*

_____i. Blotch or pimple on the skin

_____j. Group of complementary items in a pleasing arrangement

_____k. Upper lip peaks to a point

_____l. Cosmetic that does not reflect light and is not transparent or translucent

_____m. Cosmetic containing very little or no color

_____n. Being the same in size relative to other areas

1. Blemish
2. Opaque
3. Proportion
4. Astringent
5. Harmony
6. Translucent
7. Rouge
8. Florid
9. Moisturizer
10. Cupid's bow
11. Foundation
12. Emulsion
13. Adhesive
14. Sallow

_____o. Cosmetic which is dull, has no shine, and will appear darker than a shiny finish in the same color tone

_____p. Area on face from nose to lips

_____q. Adjustable measuring instrument used to determine thickness, diameter, and distances between surfaces

_____r. Light, airy base makeup

_____s. Imperfection of skin tones or facial structure

_____t. Cosmetic used to hide unwanted skin tones

_____u. Cosmetic which catches reflected light to produce shine

_____v. Centering attention on one area

_____w. Shiny appearance which causes area to appear prominent

_____x. Moderate purple, lilac, or violet color

_____y. 45° angle

_____z. Strikingly or excitingly different

____aa. Product applied to enhance color or odor on the body

____bb. Distinct line between two colors

____cc. Using colors to obtain an oval illusion on the face

____dd. Area just under eyebrow

____ee. Area of eye located just above the crease on eyelid

____ff. Thin layers of skin in eye area

____gg. Light or pearlized cosmetic shade used to play up certain areas of a good feature

15. Brow bone
16. Sheen
17. Eye tissue
18. Mauve tint
19. Sculpturing
20. Caliper
21. Depth area
22. Naso-labial
23. Matte finish
24. Luminous
25. Exotic
26. Oblique
27. Color neutralizer
28. Demarcation
29. Souffle
30. Flaw
31. Focal point
32. Cosmetic
33. Highlight

2. Match the cosmetics on the right to their correct characteristics. (Answers to "a" through "m" are on this page.)

_____a. Cosmetic which balances moisture in skin, fights dry lines and flaking skin, and aids in even application of makeup

_____b. Cosmetic which aids in hiding blemishes, discolorations, and other problem areas

_____c. Base which gives good coverage, is easy to apply, and is usually composed of oil and water with a color

_____d. Base used for specific skin problems such as acne

_____e. Base used for extremely oily skin

_____f. Light, airy base which is usually slightly oily and is sometimes called *souffle*

_____g. Foundation which adds skin color to base but does not give enough coverage to be used alone and is not recommended for blemished skin

_____h. Foundation which contains a cream base and a powder to give a smooth, dull finish to the skin

_____i. Oily, heavy type base which gives good coverage and is not recommended for oily skin

_____j. Matte-finish base that is applied with a sponge and is not recommended for dry skin

_____k. Cosmetic which adds deep tones and aids in giving problem areas the appearance of receding

_____l. Light or pearlized cosmetic which attracts attention to a particular area and is usually applied to the best features

_____m. Pale, nontinted powder that can be used over any shade of makeup and will not distort or change base shade and that mattes the skin as well as sets the makeup

1. Matte finish
2. Cake makeup
3. Moisturizer
4. Oily skin foundation
5. Cream stick
6. Fluid makeup
7. Cream foundation
8. Cover-up
9. Medicated foundation
10. Translucent gel
11. Shader
12. Highlighter
13. Translucent powder

(Answers to "n" through "z" are on this page.)

_____n. Powder which may be used alone to add color highlights to the skin

_____o. Compact powder which is heavy in texture and is used for makeup retouches through the day but not for first application

_____p. Powder which gives a luminous appearance to makeup, sets makeup, and may be used as a highlighter

_____q. Eye shadow applied to the eyelid with a brush or sponge which will not separate on eyelid due to skin oils

_____r. Powdered eye cosmetic that goes on dry for a soft effect or may be applied with water to intensify the color

_____s. Easy-to-apply eye cosmetic that will separate on eyelid from skin oils

_____t. Eye cosmetic that strokes on smoothly and will not separate as much as stick cream shadow

_____u. Eye cosmetic with a glossy, translucent appearance which is used over a moisturizer

_____v. Eyeliner mixed with water to give as much depth as needed

_____w. Long-lasting eyeliner that cannot give as much depth of color as may be needed

_____x. Liquid type liner that is removed by peeling it off rather than using cleansing cream

_____y. Simple method of applying liner which gives a soft appearance but which may be difficult to draw on some types of skin

_____z. Color applied to lashes with brush and water with varied consistency

14. Powder eye shadow
15. Pressed powder
16. Tinted powder
17. Cream shadow
18. Pearlized powder
19. Cream stick shadow
20. Wet and dry shadow
21. Eye gel
22. Liquid eyeliner
23. Eyeliner pencil
24. Cake mascara
25. Peel-off eyeliner
26. Cake eyeliner

(Answers to "aa" through "ll" are on this page.)

____aa. Self-contained color for lash which is ready to use and easy to apply

____bb. Synthetic or human hair lashes which are pre-cut to fit the eye and fastened to a small band and are removed each night

____cc. Lashes applied one at a time with a strong glue which allows lashes to remain for several weeks and may only be removed by natural shedding or by applying remover

____dd. Thin-leaded, self-sharpening pencil which comes in varying shades of brown, brown red, and black

____ee. Powder which is applied with brush to give soft, feathery appearance

____ff. Cosmetic applied with a lip brush to add color, shape, and design to the mouth

____gg. Cream lip colors applied by brush or fingertip which may add only shine or hint of color to lips

____hh. Cosmetic which adds color and a very high sheen when applied alone or over makeup base

____ii. Cosmetic used to cover unwanted skin tones when applied under makeup base

____jj. Creamy cosmetic applied with fingertips to add color highlights to cheeks to provide long-lasting color and sheen

____kk. Rouge which adds color to cheeks and gives a matte finish and may be used for touch-ups throughout the day

____ll. Natural-looking, translucent sheen which may be applied with or without makeup base

27. Lipstick
28. Eyebrow pencil
29. Strip lashes
30. Brush-on eyebrow product
31. Individual lashes
32. Applicator mascara
33. Lip gloss
34. Gel rouge
35. Cream blush
36. Gleamer
37. Pressed powder rouge
38. Color neutralizer

3. Identify the facial shapes below by placing the number of the illustration in the blank next to its correct name.

_____a. Round

_____b. Triangle

_____c. Inverted triangle

_____d. Oval

_____e. Square

_____f. Oblong

_____g. Diamond

_____h. Uneven features

_____i. Heart

_____j. Pear

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

1275

4. Identify the facial profiles illustrated below by placing the number of the profile in the blank next to its correct name.

_____a. Convex

_____b. Concave

_____c. Unbalenced

_____d. Balanced

5. Proportion the following facial drawings as directed.

a. Divide the length of this face into three areas.

b. Divide the mouth area on this face into three areas.

c. Divide the width of this face into three sections.

6. Discuss in writing the following skin tones.

a. Fair skin--_____

_____

_____

b. Dark skin--_____

_____

_____

c. Oriental--_____

_____

_____

7. Distinguish between daytime (D) and evening (E) makeup by writing the correct letter in the blank provided.

_____a. Softened tones of well-blended eye shadows and cheek rouges are recommended for any age of makeup user

_____b. The younger woman's makeup should be light textured and give the appearance of cleanliness and simplicity

_____c. Pearlized and glowing skin products are usually used only at this time

_____d. The mature woman should avoid heavy-textured makeup which could add years to her appearance

_____e. Eye shadows should be brilliant and shiny

_____f. The natural look is usually acceptable

_____g. Intensified colors are used to avoid appearing faded or washed out

8. Match the facial shapes and features on the right to the problem areas needing correctional makeup. (Answers to "a" through "h" are on this page.)

_____a. Wide cheek bones, round jawline, short chin area, and full forehead

_____b. Straight hairline, square chin, and angular jaw

_____c. Long, narrow face with hollow cheeks may also have an angular chin or high forehead

_____d. Wide jawline and narrow cheeks and forehead

_____e. Wide temple and forehead and narrow chin

_____f. Small, nearly pointed chin, narrow jawline, and wide forehead

_____g. Narrow chin and forehead which give an angular appearance with jawline and hairline nearly the same

_____h. Wide jawline and cheek area which taper to a slightly more narrow forehead area with cheeks giving an almost jowl appearance

_____i. Slanted forehead and small, receding chin

_____j. Rounded forehead and exaggerated chin line

_____k. Protruding forehead or exaggerated chin

_____l. Crooked, hooked, short, long, or broad

_____m. Full or hollow

_____n. Too small, long, double, wide, or jowls

1. Heart-shape face
2. Oblong face
3. Convex profile
4. Nose
5. Square face
6. Unbalanced profile
7. Round face
8. Concave profile
9. Diamond-shape face
10. Triangular face
11. Cheeks
12. Inverted triangle
13. Pear-shape face
14. Chin and jawline

_____o. Too high, low, or wide

_____p. Close set, widely spaced, bulging or protruding, heavy lidded, puffy, small, deep sunken, or having dark circles

_____q. Full, too wide, cupid's bow, uneven, drooping corners, too thin

_____r. Too high or low

_____s. Chronic dark flaws or blemishes on the skin

_____t. Wrinkles and lines from nose to mouth

_____u. Frown lines in the eye area

_____v. Too much red or pink undertones in the skin

_____w. Greenish or yellowish color tone to skin

15. Eyebrow arch
16. Forehead
17. Naso-labial fold
18. Sallow color
19. Lips
20. Birthmarks
21. Eyes
22. Florid or ruddy color
23. Crow's feet

9. List four corrective makeup procedures for each of the following facial problems.

a. Round face

1) _____

_____

2) _____

_____

3) _____

_____

4) _____

_____

b. Square face

1) _____

_____

_____

2) _____

3) _____

4) _____

c. Oblong face

1) _____

2) _____

3) _____

4) _____

d. Close set eyes

1) _____

2) _____

3) _____

4) _____

10. Arrange in order steps to applying daytime makeup by numbering each step.

_____a. Apply eyeliner

_____b. Apply moisturizer

_____c. Brush on rouge

_____d. Brush eyebrows and apply eyebrow pencil

_____e. Brush on mascara

_____f. Apply lip coloring

_____g. Apply powder

_____h. Blend on foundation or base makeup gently

_____i. Blend eye shadow on eyelids

11. Distinguish between strip lashes (S) and individual lashes (I) by writing the correct letter in the blank provided.

_____a. Applied one lash at a time using a specially prepared adhesive that allows the lashes to remain fixed for up to six weeks if applied properly

_____b. Applied with an adhesive directly from the tube and is fitted to the curve of the eye

12. Arrange in order the steps for cleaning strip lashes.

_____a. Place lash on towel and allow to semi-dry

_____b. Remove adhesive by holding lash in one hand and peeling adhesive off in one strip

_____c. Cleanse lashes by dropping them into solution of lash cleaner, wig cleaner, or 70 percent alcohol for several minutes

_____d. Recurl lash by placing lash on a piece of tissue or wax paper and wrapping it around a pencil to dry

13. Select from the following list sanitary measures to observe while applying makeup by placing an "X" in the correct blanks.

_____a. Use clean fingers to remove creams from jars

_____b. Avoid common use of eyebrow pencils, lip brushes, and lipstick applied directly from tube

_____c. Drape patron properly to protect clothing

_____d. Wash hands before and after each patron

_____e. Use clean towel for each patron

_____f. Remove any stains with soap and water after makeup has been applied

_____g. Discard cotton and cleansing tissue in closed container

_____h. Sharpen eyebrow pencils only when they become too dull

_____i. Use spatula to remove creams from jars

_____j. Remove any stains with soap and water immediately

14. List five safety precautions to observe while applying makeup.

a. _____

b. _____

c. _____

d. _____

e. _____

15. Demonstrate the ability to:

a. Apply daytime makeup.

b. Apply evening makeup.

c. Apply corrective makeup.

d. Apply strip lashes.

e. Apply individual lashes.

(NOTE: If these activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

MAKEUP
UNIT V

ANSWERS TO TEST

1.
a. 9
b. 11
c. 12
d. 7
e. 4
f. 13
g. 14
h. 8
i. 1
j. 5
k. 10
l. 2
m. 6
n. 3
o. 23
p. 22
q. 20
r. 29
s. 30
t. 27
u. 24
v. 31
w. 16
x. 18
y. 26
z. 25
aa. 32
bb. 28
cc. 19
dd. 15
ee. 21
ff. 17
gg. 33

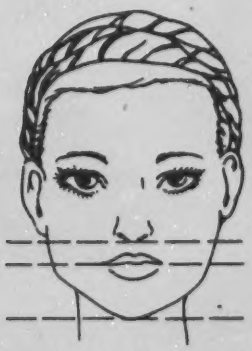
2.
a. 3
b. 8
c. 6
d. 9
e. 4
f. 7
g. 10
h. 1
i. 5
j. 2
k. 11
l. 12
m. 13
n. 16
o. 15
p. 18
q. 14
r. 20
s. 19
t. 17
u. 21
v. 26
w. 22
x. 25
y. 23
z. 24
aa. 32
bb. 29
cc. 31
dd. 28
ee. 30
ff. 27
gg. 33
hh. 36
ii. 38
jj. 35
kk. 37
ll. 34

3. a. 10
   b. 6
   c. 8
   d. 1
   e. 9
   f. 2
   g. 4
   h. 3
   i. 7
   j. 5

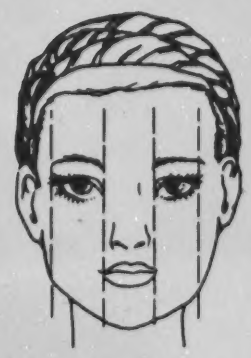
4. a. 2
   b. 4
   c. 1
   d. 3

5. a.

b.



c.



6. Discussion should include:

   a. Fair skin--Fair-haired and light-eyed persons having pink undertones to skin

   b. Dark skin--Dark-haired and brown-eyed persons in the beige yellow ranges

   c. Oriental--Colors range from pale ivory to beige undertones

7. a. D

   b. D

   c. E

   d. D

   e. E

   f. D

   g. E

8. a. 7
   b. 5
   c. 2
   d. 10
   e. 12
   f. 1
   g. 9
   h. 13
   i. 3
   j. 8
   k. 6
   l. 4
   m. 11
   n. 14
   o. 16
   p. 21
   q. 19
   r. 15
   s. 20
   t. 17
   u. 23
   v. 22
   w. 18

9. a. Round face--Any four of the following :

      1) Apply darker shade of foundation than normally used from temple to jawline and blend thoroughly

      2) Turn ends of eyeliner in an upward direction

      3) Shade area of forehead at the sides using dark foundation and blending downward

      4) Arch eyebrow with outer end presenting a slightly winged-out appearance

      5) Apply eye shadow from inner corner of eye and blend toward outer end of eyebrow

6) Avoid exaggerated bow to lips but allow lips to appear fairly full

7) Apply rouge from center of eye and blend upward along cheekbone to hairline

8) Highlight center of forehead and chin and the area in center of face

b. Square face--Any four of the following:

1) Shadow both sides of jawline area with a darker shade of foundation and blend with upward strokes

2) Arch eyebrow to a high, natural-appearing curve

3) Apply eyeliner heavier at the center of upper lid

4) Place eye shadow across upper lid and blend out to corners of eye using more color at inner and outer corners of eyelid to brow

5) Place rouge under center of eye and blend up and out toward hairline

c. Oblong face--Any four of the following:

1) Apply darker foundation across forehead near the hairline and blend with downward movements

2) Highlight temple and cheekbone areas

3) Arch eyebrows to a gently rounded shape and extend outward

4) Place eye shadow near center of eye and blend outward toward temples

5) Begin eyeliner just past inner corner of eye and extend beyond outer corner

6) Curve lips softly

7) Place rouge lower on cheekbone area at outer corner of eye and blend outward at the sides

d. Close set eyes

1) Tweeze brows slightly past inner corner of eyes, bringing them out past the outer corner of the eye

2) Apply highlighter or light shade of eye shadow at inner area of eye

3) Place colored eye shadow near center of eye and extend past outer eye area

4) Begin upper and lower eyeliner past the inner corner of the eye and extend eyeliner through the outer corner of the eye

10. a. 5
    b. 1
    c. 3
    d. 6
    e. 8
    f. 9
    g. 7
    h. 2
    i. 4

11. a. I
    b. S

12. a. 3
    b. 1
    c. 2
    d. 4

13. b, c, d, e, g, i, j

14. Any five of the following:

    a. Avoid getting mascara in eyes

    b. File your fingernails smooth so that patron's skin is not scratched

    c. Use hypoallergenic adhesive for strip lashes

    d. Avoid pointing sharp implements towards patron's eyes

    e. Remove lashes gently, being careful not to pull skin or tear out original lashes

    f. Work in a well-lighted area

    g. Remove adhesive from tweezers immediately

    h. Recap bottles immediately after use

    i. Do not rub or irritate skin

    j. Read manufacturer's instructions carefully before using any product

15. Performance skills evaluated to the satisfaction of the instructor

HAIR REMOVAL
UNIT VI

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss various methods of hair removal and identify implements and products used to remove hair. The student should also be able to demonstrate the ability to remove hair temporarily. This knowledge will be evidenced by completion of assignment sheets, job sheets, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with hair removal to the correct definitions.
2. List the types of hair removal.
3. Discuss methods of permanent hair removal.
4. Discuss methods of temporary hair removal.
5. Identify implements used in temporary hair removal.
6. Match products and implements to the correct functions.
7. Select from a list safety precautions to observe while temporarily removing hair.
8. Demonstrate the ability to:
   a. Tweeze eyebrow hair.
   b. Apply wax depilatory.
   c. Apply chemical depilatory.

HAIR REMOVAL
UNIT VI

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information, assignment, and job sheets.

C. Make transparency.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining terminology on the information sheet.

(NOTE: Show examples when possible.)

F. Discuss information and assignment sheets.

G. Discuss and demonstrate procedures outlined in job sheets.

H. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency master: TM 1--Implements Used for Temporary Hair Removal

D. Assignment sheets

1. Assignment Sheet #1--Match Types of Hair Removal to the Correct Procedure

2. Assignment Sheet #2--Match Implements to the Correct Functions

E. Answers to assignment sheets

F. Job sheets

1. Job Sheet #1--Tweeze Eyebrow Hair

2. Job Sheet #2--Apply Wax Depilatory

3. Job Sheet #3--Apply Chemical Depilatory

G. Test

H. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

B. Dalton, John. *The Professional Cosmetologist.* St. Paul, Minnesota: West Publishing Co., 1976.

C. Kibbe, Constance V. *Standard Textbook of Cosmetology.* Bronx, New York: Milady Publishing Corp., 1972.

D. Thorpe, S. C. *Practice and Science of Standard Barbering.* Bronx, New York: Milady Publishing Corp., 1967.

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HAIR REMOVAL
UNIT VI

INFORMATION SHEET

I. Terms and definitions

A. Superfluous hair (su-PER-flu-ous)--Too much hair or unwanted hair

B. Electrolysis (elec-TROL-y-sis)--Process of removing hair permanently using electricity

C. Electrologist (elec-TROL-o-gist)--Person licensed to remove hair by electrolysis

D. Depilation (DEP-i-la-tion)--Hair removed at skin surface

E. Epilation (ep-i-LA-tion)--Removal of shaft and root of hair

F. Allergy (AL-ler-gy)--Sensitivity or unusual reaction to a substance

G. Predisposition test (pre-dis-po-SI-tion)--Patch test used to check for allergies

H. Hypertrichosis (hy-per-tri-CHO-sis)--Excess hair

I. Papilla (pa-PIL-la)--Hair root

J. Coagulates (co-AG-u-lates)--Thickens due to removal of moisture

K. Astringent (as-TRIN-gent)--Liquid cosmetic which closes pores and causes skin to contract

L. Boric acid--Chemical used as an eye wash

M. Recline (re-CLINE)--Lay down in an almost horizontal position

N. Emollient cream (EMOL-li-ent)--Softening agent used on the skin

O. Taut--Tightly drawn or stretched

P. Spatula (SPAT-u-la)--Implement used to remove cream or ointment from jar

INFORMATION SHEET

II. Types of hair removal

A. Temporary

B. Permanent

III. Methods of permanent hair removal

A. Galvanic multi-needle--Needle is inserted into the hair follicle and a small electrical current is passed through the papilla, killing the hair

B. Shortwave--Heat is applied directly to the hair follicle which coagulates and kills the papilla

(CAUTION: Electrolysis should be performed only by a licensed electrologist.)

IV. Methods of temporary hair removal

A. Tweezing--Removing the hair from the follicle in the eyebrows, upper lip, and chin area by pulling or plucking

B. Shaving--Removing the visible portion of the hair shaft on the skin surface by means of shaving cream and a straight or safety razor or by use of an electric razor

C. Waxing--Chemical having a strong base that can be heated and applied to skin to remove hair

D. Chemical depilatory--Strong foam or liquid that dissolves hair

V. Implements used for temporary hair removal (Transparency 1)

A. Tweezers

B. Electric razor

C. Straight razor

D. Safety razor

VI. Products and implements used in temporary hair removal and their functions

A. Tweezers--Metal implement which pulls or plucks unwanted hair from eyebrows, upper lip, and chin area

B. Electric razor--Electrical device operated by a motor which contains a series of cutting blades that clip the hair as it enters through the shaver head

INFORMATION SHEET

C. Straight razor--Hardened steel blade attached to a handle which comes in varying sizes and removes hair to skin surface with use of cream

D. Safety razor--Flat or rounded head with handle which removes hair to skin surface with the use of cream and which contains a guard over the blade to prevent injury

E. Wax--Heated mixture applied to unwanted hair which allows it to be peeled away when the mixture cools

F. Chemical depilatory--Strong solution which dissolves unwanted hair

VII. Safety precautions to observe while temporarily removing hair

A. Avoid application of wax that is too hot

B. Prevent all solutions from entering the eyes

C. Avoid applying wax depilatory under arms, on infected or inflamed areas, and over warts or moles

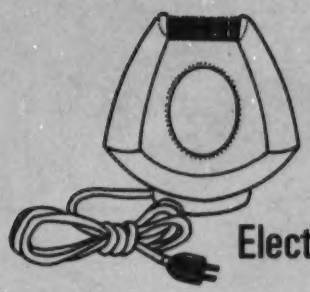
D. Sanitize all metal implements after each patron

E. Read and observe manufacturer's directions carefully when applying depilatories

F. Apply cream or lotion when shaving with straight or safety razor

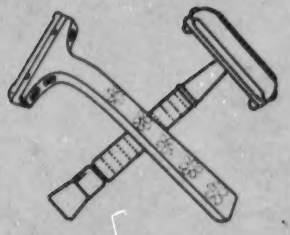
Implements Used For Temporary Hair Removal

Tweezers



Electric Razor

Straight Razor



Safety Razor

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HAIR REMOVAL
UNIT VI

ASSIGNMENT SHEET #1--MATCH TYPES OF HAIR REMOVAL TO THE CORRECT PROCEDURE

Superfluous or unwanted hair is a common problem for women. The cosmetologist must be familiar with all aspects of hair removal to offer full service to the patron. Match the types of hair removal on the right to the correct procedures.

_____1. Place heated solution on unwanted hair, allow to cool, and remove

_____2. Hold skin taut and pull out unwanted hair in growth direction

_____3. Apply solution to unwanted hair and leave required time, rinse, and blot

_____4. Remove unwanted hair to skin surface using metal implements

a. Tweezing

b. Chemical depilatory

c. Shaving

d. Waxing

HAIR REMOVAL
UNIT VI

ASSIGNMENT SHEET #2--MATCH IMPLEMENTS TO THE CORRECT FUNCTIONS

Knowing the correct implement to use to achieve the desired effect is an important part of being a professional. Match the hair removal implements on the right to the correct functions.

_____1. Clips hair as the hair enters shaver head

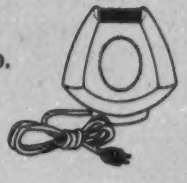
_____2. Removes hair to skin surface with use of guard

_____3. Pulls or plucks out hair

_____4. Removes hair to skin surface without the use of a guard

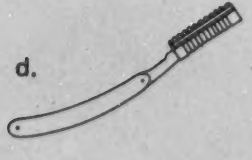
a.

b.



c.

d.



HAIR REMOVAL
UNIT VI

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. d
2. a
3. b
4. c

Assignment Sheet #2

1. b
2. c
3. a
4. d

HAIR REMOVAL
UNIT VI

JOB SHEET #1--TWEEZE EYEBROW HAIR

I. Implements and equipment

- A. Sterilizer container
- B. Tweezers
- C. Eyebrow pencil
- D. Eyebrow brush
- E. Towel
- F. Neck strip
- G. Clippie
- H. Orangewood stick

II. Materials

- A. 70% alcohol
- B. Cotton pledgets
- C. Astringent
- D. Boric acid solution
- E. Cleansing tissue
- F. Emollient cream

JOB SHEET #1

III. Procedure

A. Wash hands

B. Place neck strip around patron's hairline and clip securely (Figure 1)

FIGURE 1

C. Discuss desired eyebrow shape

D. Place tweezers in 70% alcohol and sterilizer container until ready for use

E. Place patron in reclining position

F. Soften patron's brows by placing two cotton pledgets moistened with hot water over brows (Figure 2)

FIGURE 2

(NOTE: Emollient cream may be rubbed on brows in place of water and cotton pledgets.)

JOB SHEET #1

G. Place towel under patron's neck and over chest area (Figure 3)

FIGURE 3

H. Moisten cotton pledgets with boric acid and place over eyes (Figure 4)

FIGURE 4

I. Remove cotton pledgets from eyebrows

(NOTE: Emollient cream should be removed with moistened pledget.)

JOB SHEET #1

J. Measure eyebrows with orangewood stick (Figure 5)

FIGURE 5

K. Brush eyebrows with upward motions

(NOTE: Brush in only one direction from corner of eye to hairline. Mark correct placement of brow with eyebrow pencil.)

L. Hold skin around eyebrow taut with one hand, using the index and middle finger (Figure 6)

FIGURE 6

JOB SHEET #1

M. Tweeze hair in area marked by eyebrow pencil

(CAUTION: Remove hair in direction of growth and do not remove hair from top of arch.)

N. Remove all excess hair under brows and between brows

(NOTE: Tweeze one hair at a time.)

O. Brush eyebrow

P. Apply astringent to brow area

Q. Hold skin taut on opposite eyebrow

R. Tweeze excess hair in direction of growth

S. Brush brow using an upward movement

T. Apply astringent to eyebrow area

U. Remove eye pads from patron's eyes

V. Clean work area and sanitize implements

HAIR REMOVAL
UNIT VI

JOB SHEET #2--APPLY WAX DEPILATORY

I. Implements and equipment

A. Hot plate

B. Towel

C. Talc powder

D. Shampoo cape

E. Neck strips, 2

F. Orangewood stick or spatula

G. Clippies

II. Materials

A. Cotton pledgets

B. Soap or shampoo

C. Wax depilatory

D. Skin lotion

E. Astringent

III. Procedure

A. Wash hands

B. Place wax depilatory on hot plate to begin warming

C. Place neck strip and cape on patron for protection

(NOTE: Omit the towel as in regular draping.)

D. Place neck strip around hairline and clip

E. Wash area to be waxed with soap and water and blot dry

(NOTE: Wax may be used under brows or on upper lip. The procedure is the same for both.)

F. Apply talc with cotton pledget to area to be waxed

(NOTE: If brows are to be waxed, apply talc to both at once.)

JOB SHEET #2

G. Test wax by dipping spatula or orangewood stick into heated wax and dropping one drop onto wrist

H. Apply wax to entire area to be waxed by spreading wax with spatula or orangewood stick in the direction of hair growth

(CAUTION: Avoid placing wax over warts or moles or on eyelids.)

I. Press wax between fingers until cool

(NOTE: Hair will become hardened into wax.)

J. Allow wax to cool

K. Lift one corner of wax

L. Hold skin taut and pull wax in one swift movement in the direction of hair growth

(NOTE: Pull wax as if removing a band-aid.)

M. Apply astringent to waxed area

N. Massage skin lotion into waxed area

O. Clean work area and sanitize implements

HAIR REMOVAL
UNIT VI

JOB SHEET #3--APPLY CHEMICAL DEPILATORY

I. Implements and equipment

A. Towel

B. Spatula

C. Neck strip

D. Clippies

E. Soap or shampoo

F. Talc powder

II. Materials

A. Chemical depilatory

B. Skin lotion

C. Cotton pledgets

D. Emollient cream

III. Procedure

(NOTE: A predisposition test must be given 24 hours prior to chemical depilatory treatment by applying small amount of depilatory behind the ear, leaving it for 15 minutes, and then removing it. Check appearance of skin for allergic reaction after 24 hours.)

A. Wash hands

B. Wash area to be treated with soap or shampoo

(NOTE: If facial area is to be treated, apply the neck strip around hairline and clip.)

C. Apply emollient cream to surrounding area

(NOTE: Avoid applying emollient cream directly on area to be treated with the chemical depilatory.)

D. Apply depilatory to area to be treated using spatula

(CAUTION: Avoid application of chemical depilatory next to eyes.)

JOB SHEET #3

E. Leave depilatory on area to be treated for the required time

(NOTE: Read manufacturer's directions. Recommended time is from 5 to 15 minutes.)

F. Check treated area every few minutes by removing small portion of depilatory with edge of spatula

(NOTE: If hair has not been removed, reapply depilatory.)

G. Remove depilatory with cotton pledgets moistened with warm water

(CAUTION: Do not rub treated area.)

H. Blot treated area dry

I. Apply talc or skin lotion to treated area

J. Clean work area and sanitize implements

HAIR REMOVAL
UNIT VI

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions.

_____a.	Too much hair or unwanted hair	1.	Allergy
_____b.	Process of removing hair permanently using electricity	2.	Predisposition test
_____c.	Person licensed to remove hair by electrolysis	3.	Astringent
_____d.	Hair removed at skin surface	4.	Papilla
_____e.	Removal of shaft and root of hair	5.	Spatula
_____f.	Sensitivity or unusual reaction to a substance	6.	Boric acid
_____g.	Patch test used to check for allergies	7.	Emollient cream
_____h.	Excess hair	8.	Superfluous hair
_____i.	Hair root	9.	Recline
_____j.	Thickens due to removal of moisture	10.	Electrologist
_____k.	Liquid cosmetic which closes pores and causes skin to contract	11.	Taut
_____l.	Chemical used as an eye wash	12.	Hypertrichosis
_____m.	Lay down in an almost horizontal position	13.	Electrolysis
_____n.	Softening agent used on the skin	14.	Coagulates
_____o.	Tightly drawn or stretched	15.	Depilation
_____p.	Implement used to remove cream or ointment from jar	16.	Epilation

2. List two types of hair removal.

a. _____

b. _____

3. Discuss in writing the following methods of permanent hair removal.

   a. Galvanic multi-needle--_____

   _____

   _____

   _____

   b. Shortwave--_____

   _____

   _____

   _____

4. Discuss in writing the following methods of removing hair temporarily.

   a. Tweezing--_____

   _____

   _____

   b. Shaving--_____

   _____

   _____

   c. Waxing--_____

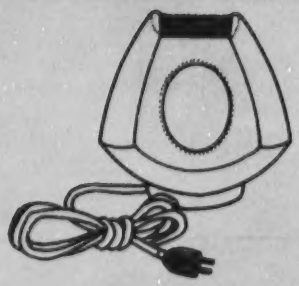
   _____

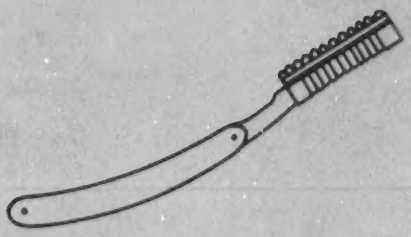
   d. Chemical depilatory--_____

   _____

5. Identify the following implements used in temporary hair removal by writing the correct names in the blanks provided.

a. _____ b. _____





c. _____ d. _____

6. Match the products and implements on the right to the correct functions.

_____a. Metal implement which pulls or plucks unwanted hair from eyebrows, upper lip, and chin area

_____b. Electrical device operated by a motor which contains a series of cutting blades that clip the hair as it enters through the shaver head

_____c. Hardened steel blade attached to a handle which comes in varying sizes and removes hair to skin surface with use of cream

_____d. Flat or rounded head with handle which removes hair to skin surface with the use of cream and which contains a guard over the blade to prevent injury

_____e. Heated mixture applied to unwanted hair which allows it to be peeled away when the mixture cools

_____f. Strong solution which dissolves unwanted hair

1. Straight razor
2. Wax
3. Tweezers
4. Chemical depilatory
5. Electric razor
6. Safety razor

7. Select from the following list safety precautions to observe while temporarily removing hair by placing an "X" in the blanks next to the correct statements.

_____a. Prevent all solutions from entering the eyes

_____b. Sanitize all metal implements after each patron

_____c. Apply lotions when shaving with all razors

_____d. Read and observe manufacturer's directions carefully when applying depilatories

_____e. Avoid application of wax that is too hot

_____f. Sanitize all equipment in a water bath solution

_____g. Apply cream or lotion when shaving with straight or safety razor

_____h. All hair depilatory creams will not contaminate or damage clothing

_____i. Avoid applying wax depilatory under arms, on infected or inflamed areas, and over warts or moles

8. Demonstrate the ability to:

a. Tweeze eyebrow hair.

b. Apply wax depilatory.

c. Apply chemical depilatory.

(NOTE: If these activities have not been accomplished prior to the test, ask the instructor when they should be completed.)

HAIR REMOVAL
UNIT VI

ANSWERS TO TEST

1. a. 8
   b. 13
   c. 10
   d. 15
   e. 16
   f. 1
   g. 2
   h. 12
   i. 4
   j. 14
   k. 3
   l. 6
   m. 9
   n. 7
   o. 11
   p. 5
2. a. Temporary
   b. Permanent
3. Discussion should include:
   a. Galvanic multi-needle--Needle is inserted into the hair follicle and a small electrical current is passed through the papilla, killing the hair
   b. Shortwave--Heat is applied directly to the hair follicle which coagulates and kills the papilla

4. Discussion should include:

   a. Tweezing--Removing the hair from the follicle in the eyebrows, upper lip, and chin area by pulling or plucking

   b. Shaving--Removing the visible portion of the hair shaft on skin surface by means of shaving cream and a straight or safety razor or by use of an electric razor

   c. Waxing--Chemical having a strong base that can be heated and applied to skin to remove hair

   d. Chemical depilatory--Strong foam or liquid that dissolves hair

5. a. Safety razor

   b. Tweezers

   c. Electric razor

   d. Straight razor

6. a. 3

   b. 5

   c. 1

   d. 6

   e. 2

   f. 4

7. a, b, d, e, g, i

8. Performance skills evaluated to satisfaction of instructor

BODY SYSTEMS
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify bones and muscles of the face and head and bones of the hand and arm. This knowledge will be evidenced by completion of the unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with body systems to the correct definitions.
2. Match the body systems to the correct functions.
3. Discuss the cell divisions and their functions.
4. Match types of tissues to their correct functions.
5. Select from a list the major body organs.
6. Distinguish between anabolism and catabolism.
7. Distinguish between cartilage and ligament.
8. Match the parts of a bone to the correct descriptions.
9. List the functions of the bones.
10. Identify bones of the face and head.
11. Identify bones of the arm and hand.
12. Match types of joints to the correct locations.
13. Match types of muscles to their correct descriptions.
14. Match the parts of a muscle to the correct descriptions.
15. Identify muscles of the face and head.
16. Match muscles of the face and head to the correct functions.
17. List types of nerves.
18. Distinguish between sensory and motor nerves.

19. Discuss divisions of the nervous system.
20. Match types of cranial nerves to their correct descriptions.
21. Explain what causes nerve fatigue.
22. Distinguish between the blood vascular and lymphatic vascular systems.
23. Discuss blood circulation.
24. Match parts of the blood to their correct functions.
25. Name the primary functions of the arteries and veins.
26. Distinguish between the main veins and arteries of the body.
27. Discuss characteristics of capillaries.
28. Distinguish between duct and ductless glands.
29. Match the endocrine glands to their correct functions.
30. Match parts of the respiratory system to their correct functions.
31. Match parts of the excretory system to their correct functions.
32. Discuss the purpose of the digestive system.

BODY SYSTEMS
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information sheet.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining terminology provided on the information sheet.

F. Discuss information sheet.

G. Have student construct drawings of the following:

1. All parts of the heart
2. Muscles of the head and face
3. Nerves of the head and face
4. Bones of the head, face, and arm
5. Main veins and arteries of the head, face, and neck

H. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Bones of the Face and Head
2. TM 2--Bones of the Arm and Hand
3. TM 3--Muscles of the Face and Head

D. Test

E. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

B. Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York: Milady Publishing Corp., 1972.

C. Dalton, John. *The Professional Cosmetologist*. St. Paul, Minnesota: West Publishing Co., 1976.

BODY SYSTEMS
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Molecule (MOL-e-cule)--Two or more atoms joined chemically

B. Cell--Small mass of protoplasm that is the basic building block of all plant and animal life

C. Nutrient (NU-tri-ent)--Nourishment received by body cells from food

D. Tissue (TIS-sue)--Collection of cells of a like kind that form one of the structural materials of a plant or animal

E. Membrane (MEM-brane)--Thin layer of tissue covering parts of the body

F. Metabolism (me-TAB-o-lism)--Chemical changes in living cells that involve the building up and tearing down of the cells

G. Synovial fluid (syn-O-vi-al FLU-id)--White fluid that surrounds and lubricates joints

H. Voluntary muscle (VOL-un-tary)--Muscle which can be controlled at will

I. Striated muscle (stri-AT-ed)--Voluntary muscle

J. Sensory nerve--Nerve which carries messages to the brain and spinal cord and reacts to heat, cold, or pain

K. Afferent (AF-fer-ent)--Nerve that carries messages to the brain

L. Motor nerve--Nerve which carries outgoing messages from brain and spinal cord to muscles and other parts of the body

M. Efferent (ef-FER-ent)--Motor nerve carrying nervous impulses from a nerve center to muscles and other parts of the body

N. Fatigue (fa-TIGUE)--Weariness from labor or exertion; mental or physical

O. Purification (PUR-i-fi-CA-tion)--Purifying; to make pure

P. Duct gland--Gland which contains a tube for the passage of excretions or secretions

Q. Exocrine gland (EX-o-crine)--Duct gland

R. Ductless gland--Gland which opens directly into bloodstream

S. Endocrine gland (EN-do-crine)--Ductless gland

INFORMATION SHEET

T. Hormone (HOR-mone)--Substance produced in one part of the body and transported to other parts of the body through the blood

U. Stress--Body or mental tension

V. Adrenaline (a-DREN-a-line)--Hormone secreted by adrenal glands in time of stress

W. Enzyme (en-ZYME)--Protein that speeds up or slows down a chemical change

X. Insulin (IN-su-lin)--Hormone secreted from pancreas that regulates sugar in the blood

Y. Bile--Secretion from the liver that aids in the digestive process

Z. Carbon dioxide (CAR-bon di-OX-ide)--Colorless gas formed by decomposition of organic substances

AA. Pepsin (PEP-sin)--Enzyme that breaks down protein in food taken into the body

II. Body systems and their functions

A. Digestive--Breaks down large food molecules into smaller ones so that they can be absorbed within the body

B. Reproductive--Enables the conception and formation of offspring

C. Muscular--Supports the body, gives it shape, and makes up nearly half the body weight

D. Skeletal--Forms body framework, supports the body, and protects vital organs

E. Circulatory--Carries oxygen and nutrients through the blood to vital tissues and organs and carries waste products from cells and tissues away from the body

F. Respiratory--Provides a continual supply of oxygen, food, and water to the body

G. Excretory--Eliminates solid, liquid, and gaseous waste from body

H. Endocrine--Secretes substances that are vital to bodily functions directly into bloodstream

Example: Hormones are secreted directly into the bloodstream

I. Nerves--Coordinate all activities of the body

INFORMATION SHEET

III. Cell divisions

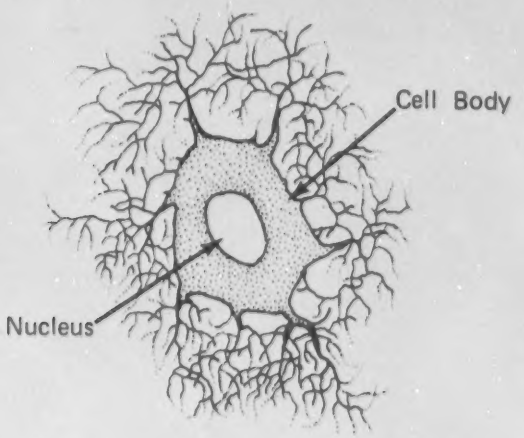
(NOTE: Cells of the body take in nutrients [food] for energy, growth, and storage. All parts of a cell are composed of living matter called *protoplasm*. Protoplasm contains water, salt, and particles derived from food taken into the body. All these processes are fueled by the food we eat.)

A. Membrane--Outer portion which holds cell together

B. Cytoplasm--Jelly-like substance contained in membrane which houses the nucleus

C. Nucleus--Center of cell which directs cell activities and causes the cell to split into two cells (daughter cells) at maturity

(NOTE: New cells are used to keep tissues, systems and organs in good repair.)



IV. Types of tissues and their functions

(NOTE: Tissue is made up of thousands of similar cells working together to accomplish a specialized function.)

A. Muscular--Forms muscular system that enables body to move

B. Nervous--Makes up nerves and brain; forms body communications system

C. Epithelial--Lines all body surfaces

D. Connective--Binds, supports, protects, and nourishes the body

Examples: Bone, cartilage, ligament, tendon, blood, adipose (fatty)

INFORMATION SHEET

V. Some major body organs

(NOTE: An organ is made up of two or more different types of tissues working together to perform a particular function.)

A. Brain

B. Heart

C. Lungs

D. Kidneys

E. Glands

F. Skin

VI. Types of metabolism

(NOTE: Metabolism is the process of converting food into nutrients for body energy and growth and for storage of some nutrients to be used later.)

A. Anabolism--Builds up the cell by taking in food

B. Catabolism--Supplies energy by using up food

(NOTE: These processes provide the body with energy to carry on daily activities.)

VII. Cartilage and ligament

A. Cartilage (CAR-ti-lage)--Tough, elastic, organic tissue that is different from bone in that it lacks minerals to reinforce it and is generally found at end of bones to aid in cushioning the bone at the joints to prevent fractures

(NOTE: Some of the structures such as the nose and ears are also made of cartilage.)

B. Ligament (LIG-a-ment)--Tough band which helps joints move smoothly with the aid of synovial fluid and helps muscles to hold bones together but is flexible enough to permit motion

VIII. Composition of bone

(NOTE: The study of bone is called *osteology*.)

A. Minerals--Nonorganic matter

(NOTE: A bone is two-thirds mineral or nonorganic matter.)

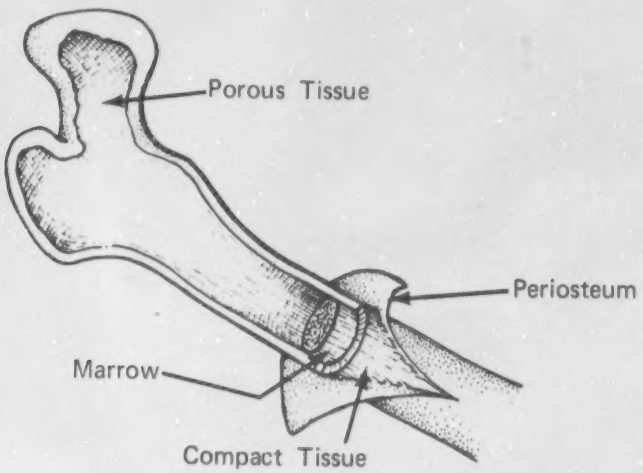
B. Cancellous tissue--Spongy tissue found at each end of the shaft of the long bones and on most of the insides of flat bones

INFORMATION SHEET

C. Compact tissue--Tissue which makes up shaft of long bones and outsides of flat bones and allows blood vessels to pass through

D. Marrow--Fatty tissue which produces blood cells and is a yellow color in long bone shafts and a red color in cancellous bones

E. Periosteum--Outer fiber covering bone that forms new bone tissue and contains blood vessels and nerves that go to the bone



IX. Functions of bones

A. Give shape and strength to the body

B. Act as attachments for muscles

C. Protect organs from injury

D. Act as levers for all bodily movements

X. Bones of the face and head (Transparency 1)

A. Frontal (FRON-tal)

B. Parietal (pa-RI-e-tal)

C. Occipital (oc-CI-pi-tal)

D. Temporal (TEMP-o-ral)

E. Sphenoid (SPHE-noid)

F. Ethmoid (ETH-moid)

INFORMATION SHEET

G. Zygomatic (ZY go-ma-tic)

H. Maxillary (MAX-il-lary)

I. Mandible (MAN-di-ble)

J. Nasal (NA-sal)

K. Vomer (VO-mer)

L. Lacrimal (LAC-ri-mal)

M. Palatine (PAL-a-tine)

N. Hyoid (HY-oid)

XI. Bones of the arm and hand (Transparency 2)

A. Clavicle (CLA-vi-cle)

B. Humerus (HUM-er-us)

C. Ulna (UL-na)

D. Radius (RA-di-us)

E. Carpals (CAR-pals)

F. Metacarpals (me-ta-CAR-pals)

G. Phalanges (pha-LAN-ges)

XII. Types of joints and their locations

A. Immovable--Contained in the skull

B. Gliding--Contained in the wrist

C. Hinge--Found in the elbow, fingers, and lower jaw

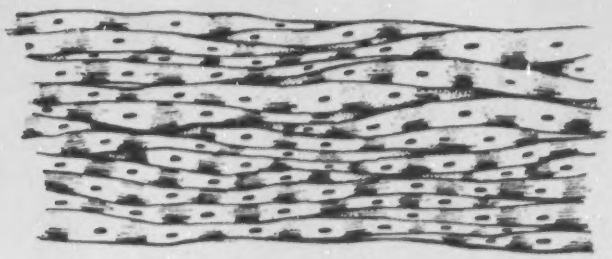
D. Pivot--Found in the neck

E. Ball and socket--Located in the shoulder

INFORMATION SHEET

XIII. Types of muscles

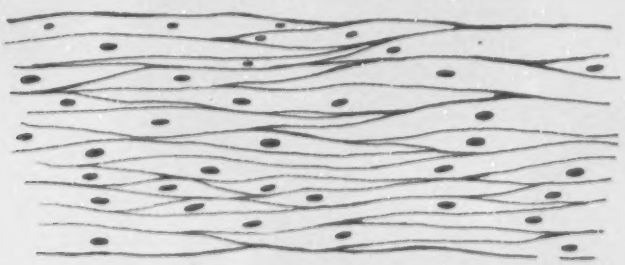
A. Voluntary (striated)--Controlled by the will; usually connected to bones at both ends by means of tendons and also attached to skin and other muscles



Striated

(NOTE: The voluntary muscles appear striated or striped when viewed under a microscope.)

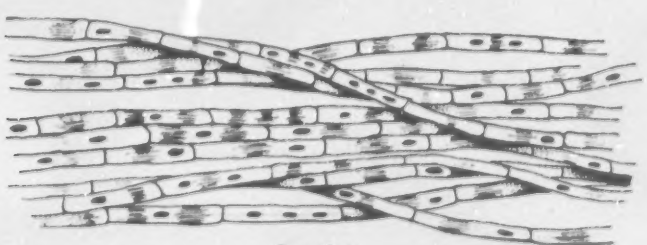
B. Involuntary (smooth)--Not controlled by the will; found in the walls of the stomach, intestines, and blood vessels



Smooth

(NOTE: As cosmetologists, we are concerned only with the voluntary muscles.)

C. Cardiac--Found only in the heart



Cardiac

INFORMATION SHEET

XIV. Parts of a muscle

A. Fascia (FAS-ci-a)--Tough membrane which covers muscles and serves as boundary between muscles and skin

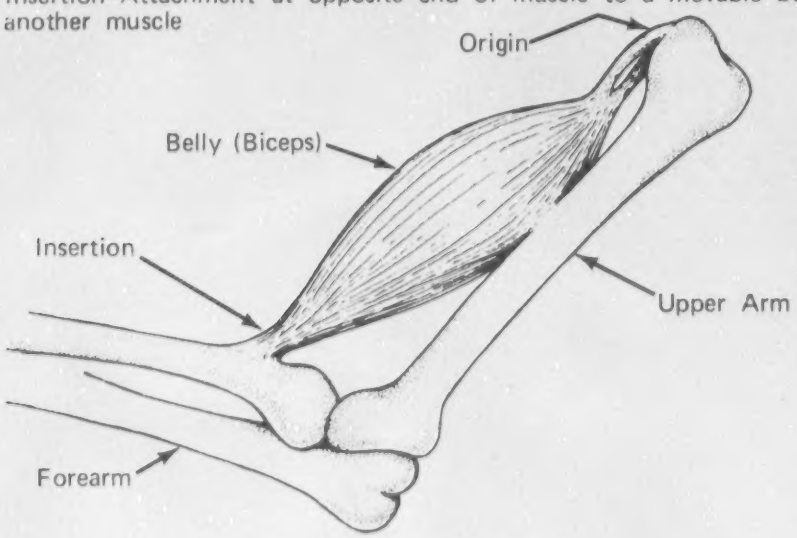
B. Tendon (TEN-don)--Membrane which attaches muscles to bones, cartilage, ligaments, and to parts of the skin

(NOTE: When one flat muscle tendon is attached to another similar tendon, this junction is called an *aponeurosis*.)

C. Origin--Fixed or stationary attachment of one end of a muscle to a bone or tissue

D. Belly--Thick, midpart of a muscle

E. Insertion--Attachment at opposite end of muscle to a movable bone or another muscle



XV. Muscles of the face and head (Transparency 3)

A. Frontalis (fron-TA-lis)

B. Occipitalis (oc-ci-pi-TA-lis)

C. Superior auricularis (su-PE-ri-or au-ri-cu-LA-ris)

D. Posterior auricularis (pos-TE-ri-or au-ri-cu-LA-ris)

E. Temporalis (tem-po-RA-lis)

F. Masseter (mas-SE-ter)

G. Orbicularis oculi (or-bi-cu-LA-ris O-cu-li)

INFORMATION SHEET

H. Corrugator (COR-ru-ga-tor)

I. Procerus (pro-CE-rus)

J. Nasalis (na-SA-lis)

K. Posterior dilator naris (di-LA-tor NA-ris)

L. Anterior dilator naris

M. Quadratus labii superioris (quad-RA-tus LA-bi-i su-PE-ri-or-is)

N. Quadratus labii inferioris (quad-RA-tus LA-bi-i in-FE-ri-or-is)

O. Caninus (CA-ni-nus)

P. Zygomaticus (zy-go-MA-ti-cus)

Q. Risorius (ri-SO-ri-us)

R. Triangularis (tri-an-gu-LA-ris)

S. Orbicularis oris (or-bi-cu-LA-ris OR-is)

T. Mentalis (men-TA-lis)

U. Buccinator (BUC-ci-na-tor)

XVI. Muscles of the face and head and their functions

A. Frontalis--Raises eyebrows, draws scalp backward, and wrinkles brow

B. Occipitalis--Draws scalp backward

C. Superior auricularis--Draws ear upward

D. Posterior auricularis--Draws ear backward

E. Temporalis--Opens and closes jaws and draws back lower jaw during chewing

F. Masseter--Closes jaws

G. Orbicularis oculi--Closes eyelid

H. Corrugator--Pulls eyebrow downward

I. Procerus--Pulls forehead downward

J. Nasalis--Opens and closes nostrils

K. Posterior and anterior dilator naris--Open nostrils

L. Quadratus labii superioris--Lifts upper lip

INFORMATION SHEET

M. Quadratus labii inferioris--Pulls down lower lip

N. Caninus--Draws mouth up and out

O. Zygomaticus--Draws mouth up and back

P. Risorius--Draws mouth out and back

Q. Triangularis--Draws mouth down

R. Orbicularis oris--Contracts and puckers lips

S. Mentalis--Raises lower lip and wrinkles chin

T. Buccinator--Compresses cheeks and aids in chewing

XVII. Types of nerves

A. Sensory

B. Motor

XVIII. Types of nerves and their functions

(NOTE: The study of nerves is called *neurology*.)

A. Sensory (afferent)--Carries incoming messages from sense organs to spinal cord and brain

B. Motor (efferent)--Carries outgoing messages from brain and spinal cord to muscles and other organs

(NOTE: Mixed nerves contain both sensory and motor nerves.)

XIX. Divisions of the nervous system

A. Central nervous system--Composed of brain and spinal cord

1. Cerebrum (ce-RE-brum)--Controls thinking, memory, speech, and motion

2. Cerebellum (cer-e-BELL-um)--Controls muscle functions

3. Medulla (me-DUL-la)--Controls heartbeat, breathing, and activities of the digestive system

B. Autonomic (au-to-NOM-ic) nervous system--Controls activities of the various organs

1. Sympathetic--Begins an action

2. Parasympathetic--Stops an action

INFORMATION SHEET

C. Peripheral (pe-RIPH-er-al) nervous system--Contains all sensory and motor nerves that carry messages to and from central nervous system which contains twelve pairs of cranial nerves and thirty-one pairs of spinal nerves

XX. Cranial nerves and their descriptions

A. Trigeminal (fifth cranial nerve)--Sensory nerve to scalp and face and motor nerve to chewing muscles

1. Ophthalmic--Sensory nerve which transmits sensations from forehead, eyelids, eyebrows, and nose

2. Maxillary--Sensory nerve that transmits sensations from middle of face, lower eyelids and upper lip

3. Mandibular--Sensory and motor nerve which transmits sensations from lower teeth and gums, lower lip and jaw, and sides of head

B. Facial (seventh cranial nerve)--Motor nerve to muscles for facial expression and to scalp and neck; sensory nerve to two-thirds of tongue (taste)

1. Posterior auricular--Motor nerve which acts on muscles behind ears

2. Temporal--Motor nerve which acts on muscles above and in front of ears, eyelids, eyebrows, and upper cheeks

3. Zygomatic--Motor nerve which acts on upper lip, upper cheeks, and sides of nose

4. Buccal--Motor nerve which acts on upper lip and sides of mouth

5. Mandibular--Motor nerve which acts on muscles of chin and lower lip

6. Cervical--Motor nerve which acts on platysma muscle on the side of neck

C. Accessory (eleventh cranial nerve)--Motor nerve which acts on internal muscles at sides of neck

XXI. Nerve fatigue--Caused by worry and/or excessive mental or muscular work resulting in an accumulation of waste products

(NOTE: Weariness, irritability, poor complexion, and dull eyes may be a sign of nerve fatigue.)

INFORMATION SHEET

XXII. Blood vascular and lymphatic vascular systems

(NOTE: The study of the circulatory system is called *angiology*.)

A. Blood vascular system (VAS-cu-lar)--Moves blood through body and heart

(NOTE: Heart and blood vessels are included in this system.)

B. Lymphatic vascular system (lym-PHAT-ic)--Contains lymph nodes which are traps for bacteria and which produce lymphocytes

(NOTE: This secondary circulation is closely connected to the blood circulation, but is a colorless fluid filtered from the blood which fills tissue spaces. There are over one hundred lymph nodes throughout the body which act as barriers to the spread of an infection from one part of the body to the next.)

XXIII. Blood circulation

(NOTE: Pulmonary circulation is the blood circulation from the heart to the lungs and back to the heart. General or systemic circulation is the blood circulation from the heart throughout the body and back to the heart.)

A. Oxygen-poor blood is carried from various parts of the body to the right auricle of the heart by one of two large veins

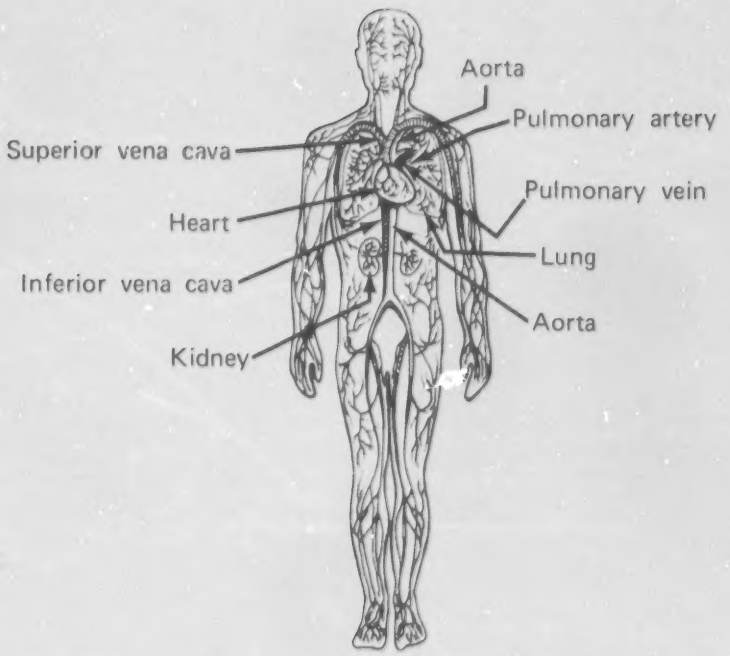
B. When the right auricle is full, a valve opens and blood passes the right ventricle which forces the oxygen-poor blood to the pulmonary artery

C. The blood travels to the lungs where it is purified and gets a new supply of oxygen

D. The blood returns first to the left auricle and then to the left ventricle which pushes the blood through the aorta artery and through the body

(NOTE: Veins may stretch and lose their elasticity causing bulges to form. These bulges can become dangerous and uncomfortable when standing for long periods of time. Care must be taken by wearing well-fitting shoes and attractive support stockings.)

INFORMATION SHEET



XXIV. Parts of the blood and their functions

A. Plasma--Yellowish fluid containing red and white blood cells (corpuscles) which is about 90 percent water and also has antibodies that resist disease

(NOTE: A blood-clotting factor called *fibrinogen* is also found in plasma.)

B. Platelets (thrombocytes)--Small objects that float through the plasma and aid in the clotting process

C. Erythrocytes--Red blood cells which give blood its color

D. Hemoglobin--Iron-rich protein which makes up about 30 percent of a red blood cell and also carries oxygen to muscles to produce a reserve energy when needed

E. Leukocytes--White blood cells which fight invading bacteria and attack foreign bodies

INFORMATION SHEET

XXV. Primary functions of arteries and veins

(NOTE: Arteries have thick, elastic walls; veins have thinner walls.)

A. Arteries--Carry blood away from the heart

B. Veins--Carry blood to the heart

XXVI. Main veins and arteries of the body

A. Veins

1. External jugular (ex-TER-nal JUG-u-lar)
2. Internal jugular (in-TER-nal JUG-u-lar)
3. Cephalic (ce-PHAL-ic)
4. Basilic (ba-SIL-ic)
5. Metacarpal palmar (me-ta-CAR-pal PAL-mar)
6. Metacarpal dorsal (me-ta-CAR-pal DOR-sal)
7. Digital palmar (DI-gi-tal PAL-mar)
8. Superior vena cava
9. Inferior vena cava

B. Arteries

1. Internal carotid (in-TER-nal ca-ROT-id)
2. External carotid (ex-TER-nal ca-ROT-id)
3. External maxillary (ex-TER-nal MAX-il-lar-y)
4. Occipital (oc-CI-pi-tal)
5. Posterior auricular (pos-TE-ri-or au-RI-cu-lar)
6. Superficial temporal (su-per-FI-cial TEMP-o-ral)
7. Subclavian (sub-CLA-vi-an)
8. Transverse scapular (TRANS-verse SCAP-u-lar)
9. Axillary (ax-il-LAR-y)
10. Brachial (BRACH-i-al)
11. Radial (RA-di-al)
12. Ulnar (UL-nar)

INFORMATION SHEET

XXVII. Capillaries--Tiny, thin-walled blood vessels that link the arteries with the veins, lie close to the skin surface, and carry waste products to the veins for purification

XXVIII. Duct and ductless glands

A. Duct gland (exocrine)--Produces substances that travel through tube-like passages

Example: Sweat glands

B. Ductless gland (endocrine)--Secretes hormones directly into bloodstream which affect the entire body

XXIX. Endocrine glands and their functions

A. Pituitary gland--Secretes hormones that affect the activity of all endocrine glands; produces growth hormone

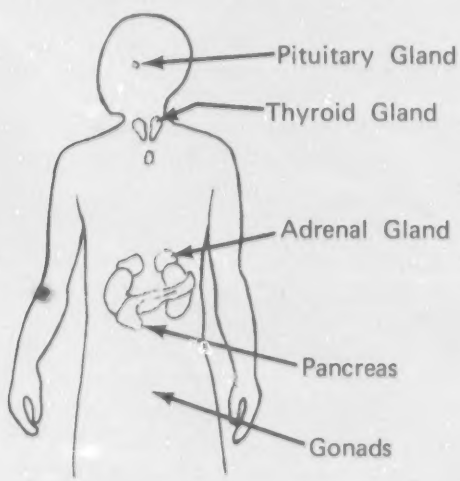
B. Thyroid gland--Secretes hormone called *thyroxin* which regulates cells of the body as well as body weight

C. Adrenal gland--Produces hormones that affect various body functions

Example: Secretes adrenaline in times of stress to aid in helping the body cope with the stress

D. Pancreas--Produces digestive enzymes and insulin which allows the body to take in sugar from the bloodstream

E. Gonads--Aids in the sexual development of both males and females



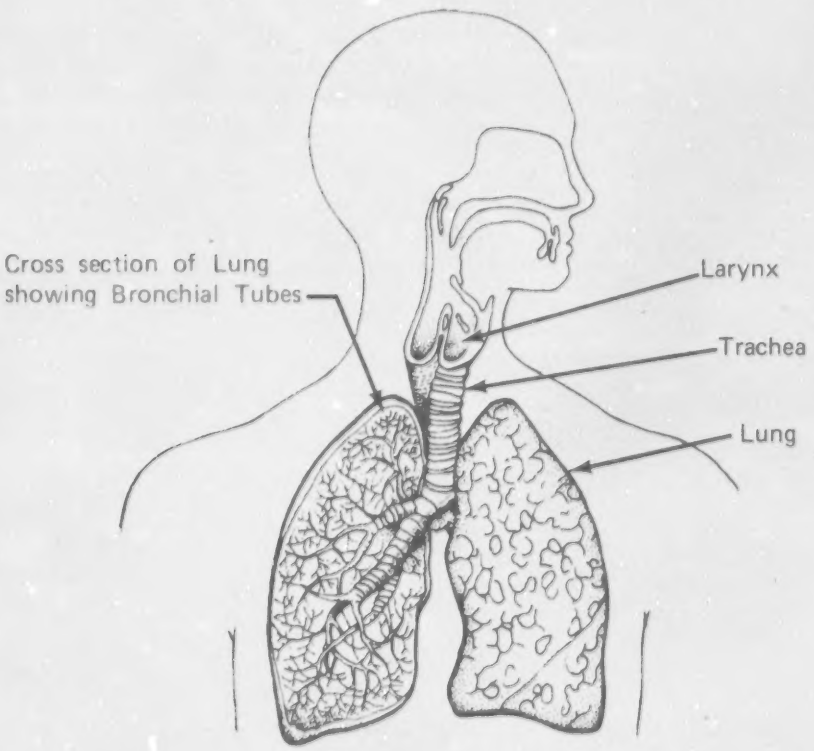
INFORMATION SHEET

XXX. Parts of the respiratory system and their descriptions

A. Trachea (windpipe)--Large tube which carries the inhaled air into two branches, each of which enters the lungs and eventually enters the bloodstream

B. Bronchial tubes--Small tubes that carry the oxygen after leaving the trachea and contain capillaries and air sacs at the bottom which allow the oxygen into the bloodstream

C. Lungs--Spongy masses of tissue suspended in the chest cavity and containing millions of tiny air cells



XXXI. Parts of the excretory system and their functions

A. Kidney--Excretes urine

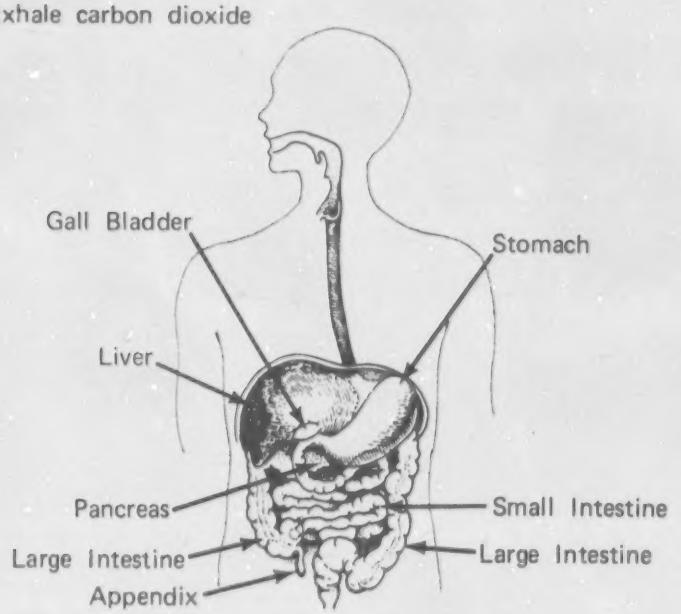
B. Liver--Discharges bile

C. Skin--Eliminates perspiration

D. Large intestine--Evacuates decomposed and undigested food

INFORMATION SHEET

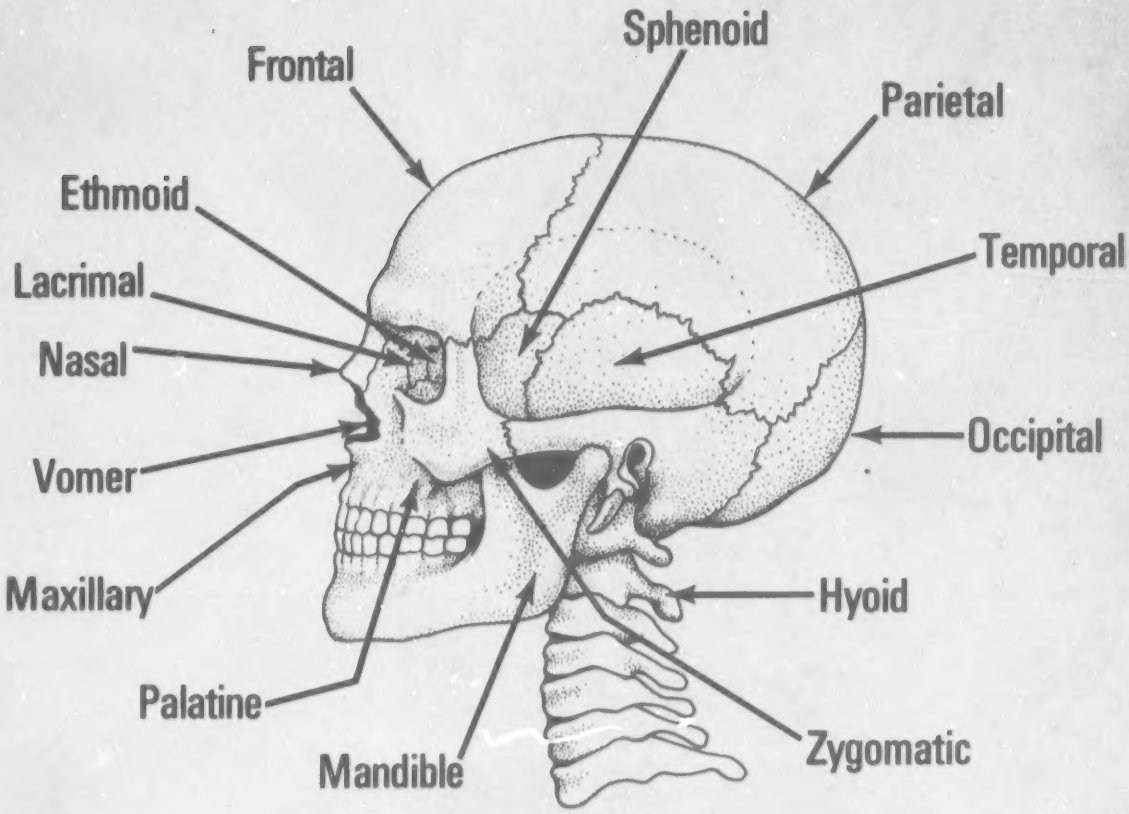
E. Lungs--Exhale carbon dioxide



XXXII. Purpose of digestive system--Process of breaking down large food molecules into smaller ones to be absorbed within the body, changing the food into materials that can be used by the cells for growth and repair

(NOTE: Enzymes and pepsin are essential parts of the digestive process.)

Bones of the Face and Head



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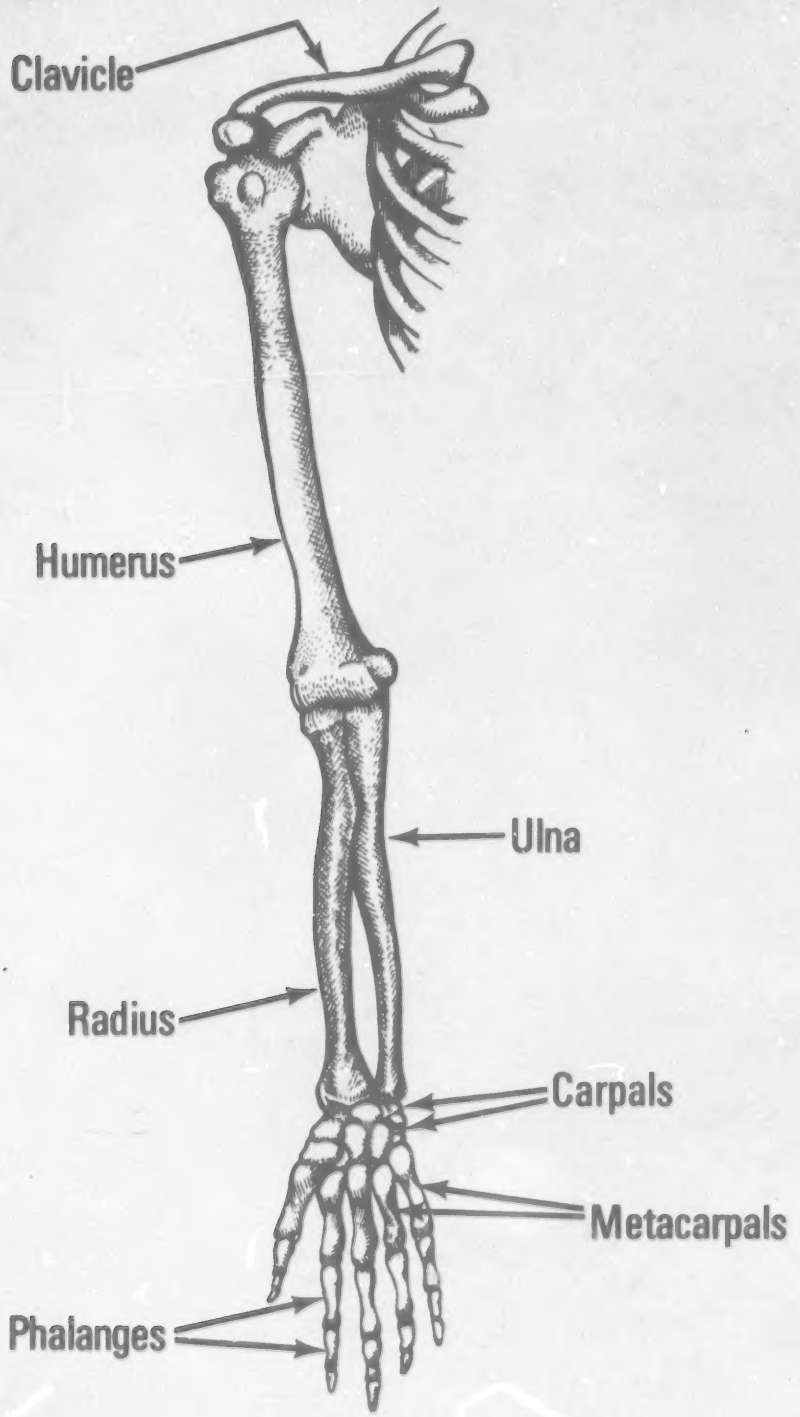
Bones of the Arm and Hand



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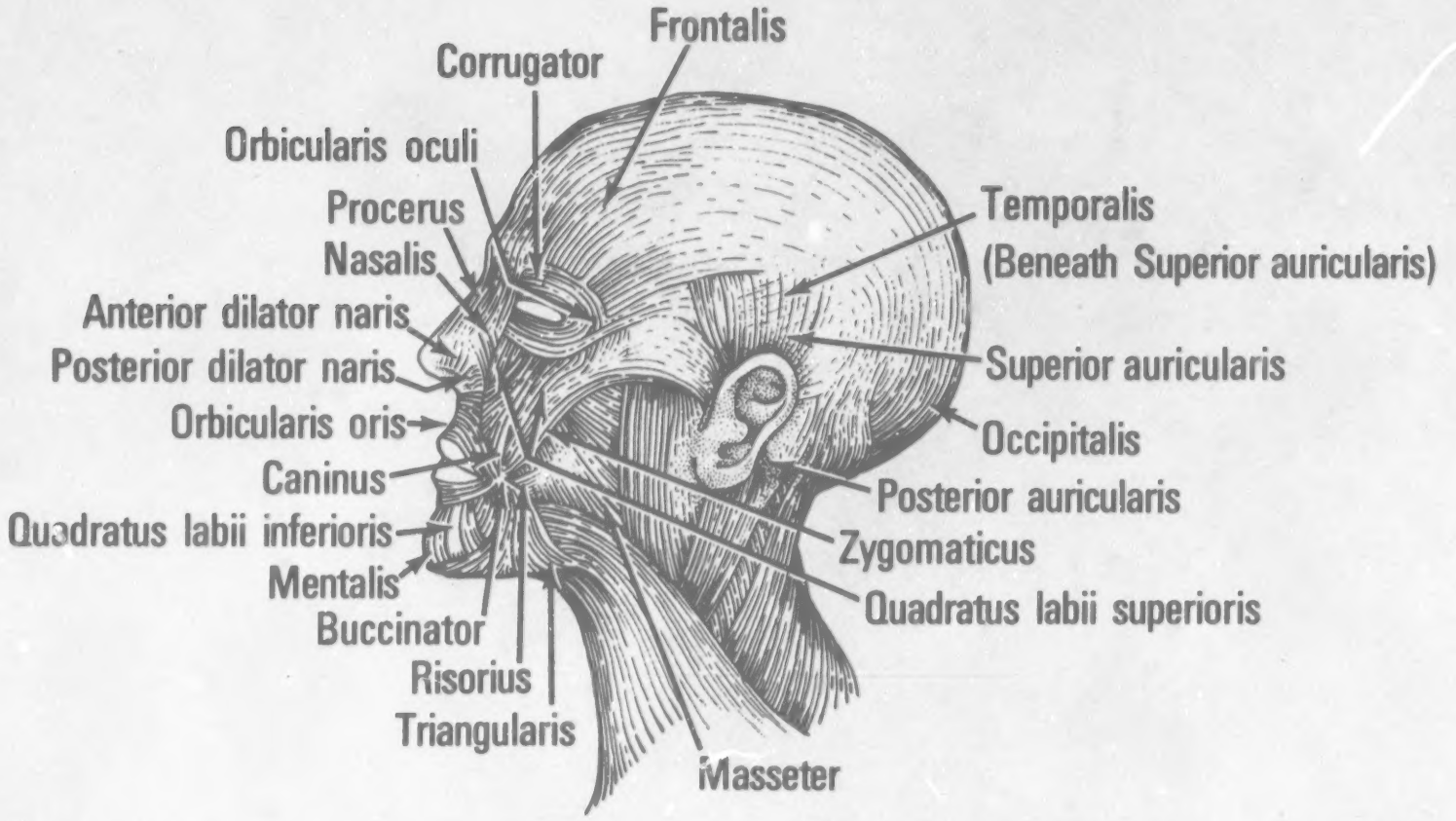
Muscles of the Face and Head



BODY SYSTEMS
UNIT I

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions. (Answers to "a" through "n" are on this page.)

_____a. Small mass of protoplasm that is the basic building block of all plant and animal life

_____b. Two or more atoms joined chemically

_____c. Nourishment received by body cells from food

_____d. Collection of cells of a like kind that form one of the structural materials of a plant or animal

_____e. Thin layer of tissue covering parts of the body

_____f. Chemical changes in living cells that involve the building up and tearing down of the cells

_____g. White fluid that surrounds and lubricates joints

_____h. Muscle which can be controlled at will

_____i. Voluntary muscle

_____j. Nerve which carries messages to the brain and spinal cord and reacts to heat, cold, or pain

_____k. Nerve that carries messages to the brain

_____l. Nerve which carries outgoing messages from brain and spinal cord to muscles and other parts of the body

_____m. Motor nerve carrying nervous impulses from a nerve center to muscles and other parts of the body

_____n. Weariness from labor or exertion; mental or physical

1. Voluntary muscle
2. Sensory nerve
3. Metabolism
4. Afferent
5. Tissue
6. Striated muscle
7. Motor nerve
8. Cell
9. Synovial fluid
10. Molecule
11. Nutrient
12. Membrane
13. Fatigue
14. Efferent

_____o. Purifying; to make pure

_____p. Gland which contains a tube for the passage of excretions or secretions

_____q. Duct gland

_____r. Gland which opens directly into the bloodstream

_____s. Ductless gland

_____t. Substance produced in one part of the body and transported to other parts of the body through the blood

_____u. Body or mental tension

_____v. Hormone secreted by adrenal glands in time of stress

_____w. Protein that speeds up or slows down a chemical change

_____x. Hormone secreted from pancreas that regulates sugar in the blood

_____y. Secretion from the liver that aids in the digestive process

_____z. Colorless gas formed by decomposition of organic substances

____aa. Enzyme that breaks down protein in food taken into the body

15. Bile
16. Hormone
17. Insulin
18. Endocrine gland
19. Enzyme
20. Ductless gland
21. Adrenaline
22. Exocrine gland
23. Purification
24. Stress
25. Pepsin
26. Carbon dioxide
27. Duct gland

2. Match the body systems on the right to the correct functions.

_____a. Breaks down large food molecules into smaller ones so that they can be absorbed within the body

_____b. Enables the conception and formation of offspring

_____c. Supports the body, gives it shape, and makes up nearly half the body weight

_____d. Forms body framework, supports the body, and protects vital organs

_____e. Carries oxygen and nutrients through the blood to vital tissues and organs and carries waste products from cells and tissues away from the body

_____f. Provides a continual supply of oxygen, food, and water to the body

_____g. Eliminates solid, liquid, and gaseous waste from body

_____h. Secretes substances that are vital to bodily functions directly into bloodstream

_____i. Coordinates all activities of the body

1. Nerves
2. Circulatory
3. Endocrine
4. Excretory
5. Muscular
6. Digestive
7. Respiratory
8. Skeletal
9. Reproductive

3. Discuss in writing the following cell divisions and their functions.

a. Membrane

_____

_____

_____

b. Cytoplasm

_____

_____

_____

c. Nucleus

_____

_____

4. Match the types of tissues on the right to their correct functions.

_____a. Makes up nerves and brain; forms body communications system

_____b. Lines all body surfaces

_____c. Binds, supports, protects, and nourishes the body

_____d. Forms muscular system that enables body to move

1. Muscular
2. Nervous
3. Epithelial
4. Connective

5. Select from the following list major body organs by placing an "X" in the appropriate blank.

_____a. Glands

_____b. Kidneys

_____c. Fingers

_____d. Muscles

_____e. Brain

_____f. Blood

_____g. Pancreas

_____h. Heart

_____i. Lungs

_____j. Skin

6. Distinguish between anabolism (A) and catabolism (C) by placing the correct letter in the blank.

_____a. Builds up the cell by taking in food

_____b. Supplies energy by using up food

7. Distinguish between *cartilage* and *ligament* by writing the correct term in the blank provided.

_____a. Tough band which helps joints move smoothly with the aid of synovial fluid and helps muscles to hold bones together but is flexible enough to permit motion

_____b. Tough, elastic, organic tissue that is different from bone in that it lacks minerals to reinforce it and is generally found at end of bones to aid in cushioning the bone at the joints to prevent fractures

8. Match the parts of bone on the right to the correct description.

_____a. Nonorganic matter

_____b. Spongy tissue found at each end of the shaft of the long bones and on most of the insides of flat bones

_____c. Tissue which makes up shaft of long bones and outsides of flat bones and allows blood vessels to pass through

_____d. Fatty tissue which produces blood cells and is a yellow color in long bone shafts and a red color in cancellous bones

_____e. Outer fiber covering bone that forms new bone tissue and contains blood vessels and nerves that go to the bone

1. Compact tissue
2. Marrow
3. Minerals
4. Periosteum
5. Cancellous tissue

9. List four functions of bones.

a. _____

b. _____

c. _____

d. _____

10. Identify the bones of the face and head illustrated below by writing the correct number in the appropriate blank.

_____a. Frontal

_____b. Parietal

_____c. Occipital

_____d. Temporal

_____e. Sphenoid

_____f. Ethmoid

_____g. Zygomatic

_____h. Maxillary

_____i. Mandible

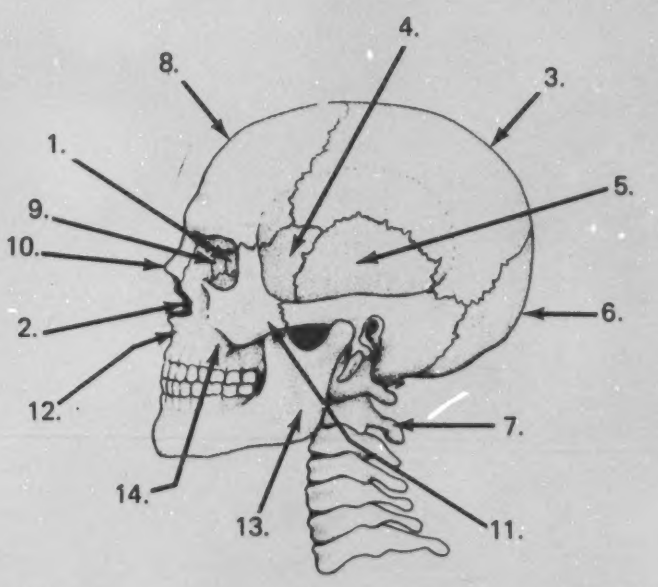
_____j. Nasal

_____k. Vomer

_____l. Lacrimal

_____m. Palatine

_____n. Hyoid



11. Identify the bones of the arm and hand in the figure below by writing the correct number in the appropriate blank.

_____a. Phalanges

_____b. Humerus

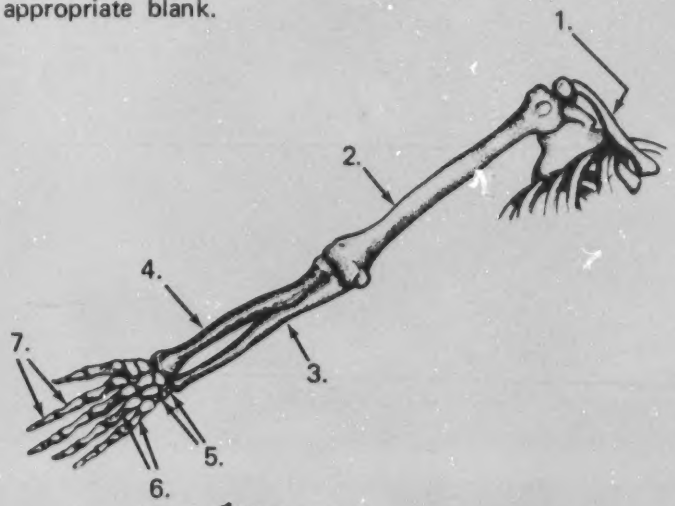
_____c. Ulna

_____d. Clavicle

_____e. Radius

_____f. Metacarpals

_____g. Carpals



12. Match the types of joints on the right to the correct locations.

_____a.	In the neck	1.	Immovable
_____b.	In the skull	2.	Gliding
_____c.	In the wrist	3.	Hinge
_____d.	In the shoulder	4.	Pivot
_____e.	In the elbow, fingers, and lower jaw	5.	Ball and socket

13. Match the types of muscles on the right to the correct descriptions.

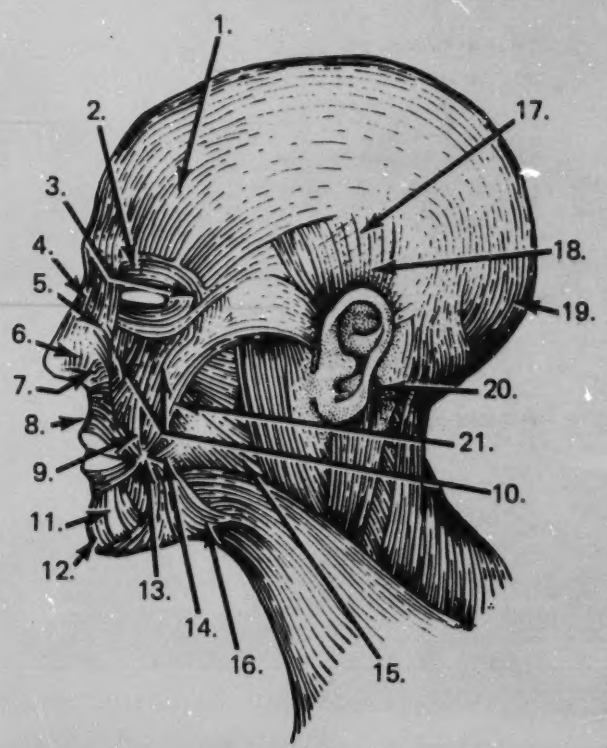
_____a.	Controlled by the will; connected to bones at both ends by means of tendons and also attached to skin and other muscles	1.	Involuntary
		2.	Cardiac
_____b.	Not controlled by the will; found in the walls of the stomach, intestines, and blood vessels	3.	Voluntary (striated)
_____c.	Found only in the heart		

14. Match the parts of the muscle on the right to the correct descriptions.

_____a.	Tough membrane which covers muscles and serves as boundary between muscles and skin	1.	Belly
		2.	Fascia
_____b.	Membrane which attaches muscle to bones, cartilage, ligaments, and to parts of the skin	3.	Insertion
		4.	Tendon
_____c.	Fixed or stationary attachment of one end of a muscle to a bone or tissue	5.	Origin
_____d.	Thick, midpart of a muscle		
_____e.	Attachment at opposite end of muscle to a movable bone or another muscle		

15. Identify the muscles of the face and head in the figure below by writing the correct number in the appropriate blank.

_____a. Frontalis
_____b. Occipitalis
_____c. Superior auricularis
_____d. Posterior auricularis
_____e. Temporalis
_____f. Masseter
_____g. Orbicularis oculi
_____h. Corrugator
_____i. Procerus
_____j. Nasalis
_____k. Posterior dilator naris
_____l. Anterior dilator naris
_____m. Quadratus labii superioris
_____n. Quadratus labii inferioris
_____o. Caninus
_____p. Zygomaticus
_____q. Risorius
_____r. Triangularis
_____s. Orbicularis oris
_____t. Mentalis
_____u. Buccinator



16. Match the muscles of the face and head on the right to the correct functions.

_____a. Raises eyebrows, draws scalp backward, and wrinkles brow

_____b. Draws scalp backward

_____c. Draws ear upward

_____d. Draws ear backward

_____e. Opens and closes jaws and draws back lower jaw during chewing

_____f. Closes jaws

_____g. Closes eyelids

_____h. Pulls eyebrow downward

_____i. Pulls forehead downward

_____j. Opens and closes nostrils

_____k. Opens nostrils

_____l. Compresses cheeks and aids in chewing

_____m. Lifts upper lip

_____n. Pulls down lower lip

_____o. Draws mouth up and out

_____p. Draws mouth up and back

_____q. Draws mouth out and back

_____r. Draws mouth down

_____s. Contracts and puckers lips

_____t. Raises lower lip and wrinkles chin

1. Orbicularis oris
2. Risorius
3. Quadratus labii superioris
4. Buccinator
5. Orbicularis oculi
6. Procerus
7. Mentalis
8. Temporalis
9. Zygomaticus
10. Frontalis
11. Triangularis
12. Occipitalis
13. Quadratus labii inferioris
14. Superior auricularis
15. Caninus
16. Posterior auricularis
17. Nasalis
18. Masseter
19. Corrugator
20. Posterior and anterior dilator naris

17. List two types of nerves.

a. _____

b. _____

18. Distinguish between the two types of nerves by writing the correct name in the blank provided.

_____ a. Carries incoming messages from sense organs to spinal cord and brain

_____ b. Carries outgoing messages from brain and spinal cord to muscles and other organs

19. Discuss in writing the divisions of the nervous system.

a. Central nervous system--_____

b. Autonomic nervous system--_____

c. Peripheral nervous system--_____

20. Match the types of cranial nerves on the right to their correct descriptions.

_____a. Sensory nerve to scalp and face and motor nerve to chewing muscles

_____b. Sensory nerve which transmits sensations from forehead, eyelids, eyebrows, and nose

_____c. Sensory nerve that transmits sensations from middle of face, lower eyelids, and upper lip

_____d. Sensory and motor nerve which transmits sensations from lower teeth and gums, lower lip and jaw, and sides of head

_____e. Motor nerve to muscles for facial expression and to scalp and neck; sensory nerve to two-thirds of tongue (taste)

_____f. Motor nerve which acts on muscles behind ears

_____g. Motor nerve which acts on muscles above and in front of ears, eyelids, eyebrows, and upper cheeks

_____h. Motor nerve which acts on upper lip, upper cheeks, and sides of nose

_____i. Motor nerve which acts on upper lip and sides of mouth

_____j. Motor nerve which acts on platysma muscle on the side of the neck

_____k. Motor nerve which acts on internal muscles at sides of neck

_____l. Motor nerve which acts on muscles of chin and lower lip

1. Buccal
2. Posterior auricular
3. Mandibular (trigeminal)
4. Facial
5. Zygomatic
6. Maxillary
7. Trigeminal
8. Cervical
9. Ophthalmic
10. Temporal
11. Accessory
12. Mandibular (facial)

21. Explain what causes nerve fatigue.

22. Distinguish between *blood* vascular and *lymphatic* vascular systems by writing the correct term in the blank provided.

_____a. Moves blood through body and heart

_____b. Contains lymph nodes which are traps for bacteria and which produce lymphocytes

23. Discuss in writing blood circulation.

24. Match the parts of blood on the right to their correct functions.

_____a. Yellowish fluid containing red and white blood cells which is about 90 percent water and also has antibodies that resist disease

_____b. Small objects that float through the plasma and aid in the clotting process

_____c. Red blood cells which give blood its color

_____d. Iron-rich protein which makes up about 30 percent of a red blood cell and also carries oxygen to muscles to produce a reserve energy when needed

_____e. White blood cells which fight invading bacteria and attack foreign bodies

1. Platelets (thrombocytes)
2. Leukocytes
3. Plasma
4. Hemoglobin
5. Erythrocytes

25. Name the primary functions of arteries and veins.

a. Arteries--_____

b. Veins--_____

26. Distinguish between the main veins (V) and arteries (A) of the body by placing the correct letter in the blanks provided.

_____a. Digital palmer

_____b. Internal carotid

_____c. Ulnar

_____d. Axillary

_____e. Metacarpal dorsal

_____f. Cephalic

_____g. Subclavian

_____h. Inferior vena cava

_____i. Radial

_____j. Brachial

_____k. Superior vena cava

_____l. Internal jugular

_____m. Occipital

_____n. External carotid

_____o. External maxillary

_____p. External jugular

_____q. Basilic

_____r. Superficial temporal

_____s. Transverse scapular

_____t. Metacarpal palmer

_____u. Posterior auricular

27. Discuss in writing characteristics of capillaries.

_____

_____

_____

_____

_____

28. Distinguish between *duct* and *ductless* glands by writing the correct term in the appropriate blank.

_____a. Secretes hormones directly into bloodstream which affect the entire body

_____b. Produces substances that travel through tube-like passages

29. Match the endocrine glands on the right to the correct functions.

_____a. Secretes hormones that affect the activity of all endocrine glands; produces growth hormone

_____b. Secretes hormone called *thyroxin* which regulates cells of the body as well as body weight

_____c. Produces hormones that affect various body functions

_____d. Produces digestive enzymes and insulin which allows the body to take in sugar from the bloodstream

_____e. Aids in the sexual development of both males and females

1. Gonads
2. Adrenal
3. Pancreas
4. Thyroid
5. Pituitary

30. Match the parts of the respiratory system on the right to the correct functions.

_____a. Large tube which carries the inhaled air into two branches, each of which enters the lungs and eventually enters the bloodstream

_____b. Small tubes that carry the oxygen after leaving the trachea and contain capillaries and air sacs at the bottom which allow the oxygen into the bloodstream

_____c. Spongy masses of tissue suspended in the chest cavity and containing millions of tiny air cells

1. Lungs
2. Bronchial tubes
3. Trachea (windpipe)

31. Match the parts of the excretory system on the right to the correct functions.

_____a. Excretes urine	1. Liver
_____b. Discharges bile	2. Large intestine
_____c. Eliminates perspiration	3. Lungs
_____d. Evacuates decomposed and undigested food	4. Kidney
_____e. Exhale carbon dioxide	5. Skin

32. Discuss in a short paragraph the purpose of the digestive system.

BODY SYSTEMS
UNIT I

ANSWERS TO TEST

1.

a.	8	j.	2	s.	18
b.	10	k.	4	t.	16
c.	11	l.	7	u.	24
d.	5	m.	14	v.	21
e.	12	n.	13	w.	19
f.	3	o.	23	x.	17
g.	9	p.	27	y.	15
h.	1	q.	22	z.	26
i.	6	r.	20	aa.	25

2.

a.	6	f.	7
b.	9	g.	4
c.	5	h.	3
d.	8	i.	1
e.	2		

3. Discussion should include:

   a. Membrane--Outer portion which holds cell together

   b. Cytoplasm--Jelly-like substance contained in membrane which houses the nucleus

   c. Nucleus--Center of cell which directs cell activities and causes the cell to split into two cells (daughter cells) at maturity

4. a. 2

   b. 3

   c. 4

   d. 1

5. a, b, e, h, i, j

6. a. A
   b. C
7. a. Ligament
   b. Cartilage
8. a. 3
   b. 5
   c. 1
   d. 2
   e. 4
9. a. Give shape and strength to the body
   b. Act as attachments for muscles
   c. Protect organs from injury
   d. Act as levers for all bodily movements
10. a. 8
    b. 3
    c. 6
    d. 5
    e. 4
    f. 1
    g. 11
    h. 12
    i. 13
    j. 10
    k. 2
    l. 9
    m. 14
    n. 7
11. a. 7
    b. 2
    c. 3
    d. 1
    e. 4
    f. 6
    g. 5
12. a. 4
    b. 1
    c. 2
    d. 5
    e. 3

13. a. 3
    b. 1
    c. 2

14. a. 2
    b. 4
    c. 5
    d. 1
    e. 3

15. a. 1
    b. 19
    c. 18
    d. 20
    e. 17
    f. 15
    g. 3
    h. 2
    i. 4
    j. 5
    k. 7
    l. 6
    m. 10
    n. 11
    o. 9
    p. 21
    q. 14
    r. 16
    s. 8
    t. 12
    u. 13

16. a. 10
    b. 12
    c. 14
    d. 16
    e. 8
    f. 18
    g. 5
    h. 19
    i. 6
    j. 17
    k. 20
    l. 4
    m. 3
    n. 13
    o. 15
    p. 9
    q. 2
    r. 11
    s. 1
    t. 7

17. a. Sensory
    b. Motor

18. a. Sensory (afferent)
    b. Motor (efferent)

19. Discussion should include:

a. Central nervous system--Composed of brain and spinal cord

1) Cerebrum--Controls thinking, memory, speech, and motion

2) Cerebellum--Controls muscle functions

3) Medulla--Controls heartbeat, breathing, and activities of the digestive system

b. Autonomic nervous system--Controls activities of the various organs

1) Sympathetic--Begins an action

2) Parasympathetic--Stops an action

c. Peripheral nervous system--Contains all sensory and motor nerves that carry messages to and from central nervous system which contains twelve pairs of cranial nerves and thirty-one pairs of spinal nerves

20.

a.	7	e.	4	i.	1
b.	9	f.	2	j.	8
c.	6	g.	10	k.	11
d.	3	h.	5	l.	12

21. Explanation should include that nerve fatigue is caused by worry and/or excessive mental or muscular work resulting in an accumulation of waste products

22. a. Blood

b. Lymphatic

23. Discussion should include:

a. Oxygen-poor blood is carried from various parts of the body to the right auricle of the heart by one of two large veins

b. When the right auricle is full, a valve opens and blood passes the right ventricle which forces the oxygen-poor blood to the pulmonary artery

c. The blood travels to the lungs where it is purified and gets a new supply of oxygen

d. The blood returns first to the left auricle and then to the left ventricle which pushes the blood through the aorta artery and through the body

24. a. 3
    b. 1
    c. 5
    d. 4
    e. 2

25. a. Arteries--Carry blood away from the heart
    b. Veins--Carry blood to the heart

26. a. V
    b. A
    c. A
    d. A
    e. V
    f. V
    g. A
    h. V
    i. A
    j. A
    k. V
    l. V
    m. A
    n. A
    o. A
    p. V
    q. V
    r. A
    s. A
    t. V
    u. A

27. Discussion should include that capillaries are tiny, thin-walled blood vessels that link the arteries with the veins, lie close to the skin surface, and carry waste products to the veins for purification

28. a. Ductless
    b. Duct

29. a. 5
    b. 4
    c. 2
    d. 3
    e. 1

30. a. 3

b. 2

c. 1

31. a. 4

b. 1

c. 5

d. 2

e. 3

32. Discussion should include that the digestive system is the process of breaking down large food molecules into smaller ones to be absorbed within the body, changing the food into materials that can be used by the cells for growth and repair

PRODUCT CHEMISTRY
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to discuss the composition of various products used in cosmetology. This knowledge will be evidenced by completion of the unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with product chemistry to the correct definitions.
2. List symbols of various elements.
3. Distinguish between acids and bases.
4. Discuss the basic characteristics of a pH scale.
5. Discuss the chemistry of water.
6. Distinguish between organic and inorganic chemistry.
7. Distinguish between physical and chemical changes.
8. Distinguish between elements and compounds.
9. Define *solution.*
10. Distinguish between a suspension and an emulsion.
11. Match products used for sterilization and sanitation in the salon to their proper functions.
12. Select from a list the basic facts about shampoo.
13. Discuss the chemical reaction of hair relaxers and permanent waves.
14. Discuss the chemical reaction of various hair color products.
15. Match various products used in cosmetology to the correct chemical make-up.

PRODUCT CHEMISTRY
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information sheet.

C. Make transparency.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

F. Discuss information sheet.

G. Give demonstration of the pH range of various products, using pH testing paper (litmus paper).

1. Dip small portion of testing paper into product.

2. Check for color change of test paper:

a. Dark color indicates high pH.

b. Light color indicates lower pH.

H. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency master: TM 1--pH Scale

D. Test

E. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

B. Kibbe, Constance V. *Standard Textbook of Cosmetology.* Bronx, New York: Milady Publishing Corp., 1972.

C. Dalton, John. *The Professional Cosmetologist.* St. Paul, Minnesota: West Publishing Co., 1976.

PRODUCT CHEMISTRY
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Ion (I-on)--Particle having an electrical charge

B. Acid--Sour-tasting substance having hydrogen as one of the elements

C. Alkaline (AL-ka-line)--Solution that ranges above 7 on the pH scale; opposite of acid

D. Base--Compound that produces hydroxide ions in solution; also called *alkaline*

E. Atom (AT-om)--Smallest piece of an element that can exist alone and still keep the characteristics of the element

F. Matter--Substance which occupies space and exists in the form of an element, compound, or mixture

G. Electron (e-LEC-tron)--Tiny particle inside an atom having a negative electrical charge

H. Covalent bond (co-VAL-ent)--Bond formed when atoms share electrons

I. Carbon (CAR-bon)--Organic chemical found in hair and other compounds

J. Polarity (po-LAR-i-ty)--Having two opposite poles, positive and negative

K. Hydrophilic (hy-dro-PHIL-ic)--Substance that can be washed away with water

L. Toxic (TOX-ic)--Poisonous

M. Thioglycolate (thi-o-GLY-col-ate)--Main chemical ingredient contained in permanent wave solutions

N. Sodium hydroxide (SO-di-um hy-DROX-ide)--Caustic soda used in manufacturing soap and hair-straightening creams

O. Decompose (de-com-POSE)--To break up or separate into basic parts or elements or into simpler compounds

P. Molecule (MOL-e-cule)--Two or more atoms joined chemically

Q. Pigment (PIG-ment)--Matter that gives hair and skin its color

INFORMATION SHEET

R. Melanin (MEL-a-nin)--Dark pigment that determines skin and hair color

S. Keratin (KER-a-tin)--Hard chemical substance found in hair and nails

T. Salt--Chemical compound which is formed when acids are added to bases and which contains a metal and nonmetal

U. Ionic (i-ON-ic)--Chemical bond between charged particles called *ions*

V. Neutralize (NEU-tral-ize)--To make chemically neutral; destroy or nullify the effectiveness

W. Amino acid (a-MI-no)--Organic compound forming long protein chains

X. Peptide bond (PEP-tide)--Covalent bond formed between two amino acids

Y. Disulfide bond (di-SUL-fide)--Covalent bond between two sulfur atoms forming cross-linked bonds between protein molecules in hair

Z. Kaolin (KA-o-lin)--Fine, white clay substance

AA. Ester (ES-ter)--Often fragrant compound formed by the reaction between an acid and alcohol or phenol with the elimination of water

BB. Detergent (de-TER-gent)--Special organic compound having one side attracted to water and one side attracted to oil and grease; cleansing agent

CC. Mucilage (MU-ci-lage)--Solution made from gum or similar substances and used as a type of adhesive

II. Symbols of various elements

A. Oxygen **O**

B. Carbon **C**

C. Sodium **Na**

D. Hydrogen **H**

E. Sulfur **S**

F. Chlorine **Cl**

G. Nitrogen **N**

INFORMATION SHEET

III. Acids and bases

A. Acid--Sour-tasting liquid or solid substance usually used as hair rinse to remove any alkaline residue in the hair; contains hydrogen

(NOTE: Acids may be good for the hair or bad, depending on their strength. They should always be handled carefully.)

B. Base (alkaline)--Bitter-tasting solution used to dissolve the protein in the hair to make the hair more receptive to chemical treatments

(NOTE: Formulas for bases end in OH; water releases the OH. When an acid and a base react together, water and salt form and mixture becomes neutral. Salts contain a metal, a nonmetal, and sometimes oxygen.)

IV. pH scale (Transparency 1)

A. Determines the strength of acids and bases (alkalines)

Example: Weaker solutions are located nearer the center of the scale

(NOTE: Weaker solutions are better for the skin and hair. However, resistant hair requires a strong pH. The condition of the hair should determine how strong the solution should be.)

B. Describes the concentration of H+ (hydrogen) in a solution

(NOTE: This is referred to as the pH of the solution.)

C. Ranges from 0 to 14

1. 0 to 6 is acid

2. 8 to 14 is alkaline

3. 7 is neutral

(NOTE: The pH of distilled water is important because it can affect the pH of all the solutions that are prepared with it. Seven on the pH scale is water and is neutral. Anything that is put into water causing the pH to go down is an acid. Anything that is put into water causing the ph to go up is a base. Acids and alkalines neutralize or cancel each other.)

INFORMATION SHEET

V. Chemistry of water

A. Chemical symbol for water is H_2O

(NOTE: Water contains two parts hydrogen and one part oxygen.)

B. Bonds between the hydrogen and oxygen in water are covalent bonds, but the pair of electrons that make up each covalent bond are not shared equally and cause a lopsidedness called *polarity*

C. Colliding water molecules form a hydrogen bond which holds molecules together in a drop of water and in an ice cube

(NOTE: Hydrogen bonds are weaker than covalent bonds but they hold together many molecules, including molecules in dry hair, and are considered very important in all living things.)

D. Water dissolves many substances due to its structure

(NOTE: Oils and waxes are not dissolved in water. Many cosmetics are made from these oils and waxes. However, some cosmetics can be rinsed away with water and are called *hydrophilic*.)

VI. Organic and inorganic chemistry

A. Organic--Concerned with combinations of carbon, especially hydrocarbons, in matter

Examples: Some shampoos, permanent waves, hair lighteners, lipsticks, eye shadows

B. Inorganic--Concerned with the study of matter that does not contain carbon

Examples: Water, salt, hydrogen peroxide minerals

VII. Physical and chemical changes

A. Physical--Change in appearance occurs, but there is no change in the atomic structure

Example: Freezing water changes the water from a liquid to a solid, but the chemical make-up of the solid is still water

B. Chemical--Change occurs when one substance is changed to one or more entirely different substances by rearranging atoms, breaking old bonds, and forming new ones

Example: Soap on the skin causes a physical change in the oil of the skin

INFORMATION SHEET

VIII. Elements and compounds

A. Element--Simple substance consisting of like atoms that cannot be decomposed by chemical means

Examples: Iron, sulfur, oxygen, zinc, silver

B. Compound--Two or more simple substances united chemically that cannot be separated mechanically

Example: Iron forms rust when left in damp conditions

IX. Solution--Preparation made by dissolving a solid, liquid, or gas (solute) in another substance (solvent), usually a liquid

(NOTE: A *solute* is the substance dissolved in a solution. The solvent is the liquid used to dissolve a substance. Solutions are clear and permanent mixtures of a solute and solvent which do not separate on standing.)

X. Suspensions and emulsions

A. Suspension--Temporary mixture of insoluble powders in liquid medium which has a tendency to separate on standing and requires shaking before using

Example: Calamine lotion

B. Emulsion--Permanent mixture of two or more immiscible (oil and water) substances which are united by a binder (gum) or an emulsifier (soap) and usually appears cloudy

(NOTE: Immiscible means inability to mix.)

XI. Functions of products used for sterilization and sanitation in the salon

(NOTE: Most products used for sterilization and sanitation are acids.)

A. Quaternary ammonium compound (quats)--Kills bacteria by attaching the quats to the cell wall by the positive charge and smothering the bacteria

(NOTE: Quats is also used in the manufacturing of some cream rinses because it coats the hair and makes it feel smooth.)

B. 70% alcohol--Kills bacteria; sanitizes metal and glass implements

(NOTE: Alcohol also dissolves natural body oils and can be used for cleansing oily skin.)

(CAUTION: Isopropyl alcohol and ethyl alcohol are toxic and should not be taken internally.)

INFORMATION SHEET

C. 37 to 40% formaldehyde--Can be used as an antiseptic or disinfectant, depending on percentage strength

XII. Basic facts about shampoos

A. Shampoos contain soaps or detergents or both

B. Quats may be added to some shampoos to kill bacteria

C. Lanolin, eggs, proteins, fruits, and herbs may be added to some shampoos

D. Shampoos range from 5.0 to 9.5 on the pH scale

(NOTE: Check shampoo pH by using pH testing paper called *litmus paper.* Dip the paper into the shampoo and check for color change; a light color indicates a low pH and a dark color indicates a high pH.)

E. Detergent shampoos react better in hard water than soap shampoos

F. Detergent-based shampoos remove oil

(CAUTION: Detergent-based shampoos may remove too much oil from lightened, tinted, or damaged hair.)

G. Shampoos are formed by mixing an oil or fat with an alkaline or base

(NOTE: Much of the dirt in hair sticks to oil on the scalp and hair shaft. Shampoos are designed to remove the oil that water cannot dissolve. Soaps and detergents have an oily side made of carbon chains that dissolve oil and they also have an ionic side with a positive charge which is attracted to water. Rubbing the hair with the hands breaks the oil into drops. The two sides repel each other and this keeps the oil from going back together and eventually they are washed down the drain.)

XIII. Chemical reaction of hair relaxers and permanent waves

A. Hair relaxers--Sodium hydroxide (base) is used to straighten curly hair and thioglycolates are reducing agents containing hydrogen which forms disulfide bonds that break the cross-links in the hair permitting the hair to be reshaped; follow with a neutralizer which forms bonds with other sulphur atoms causing new cross-linkage

(NOTE: If the relaxer is too alkaline or is left on the hair too long, the peptide bonds may be broken and the hair destroyed.)

INFORMATION SHEET

B. Permanent waves--Disulfide cross-links are broken by reducing agents changing the shape of the hair and then put back together by an oxidizing agent (neutralizer)

(NOTE: The chemical processes of relaxers and permanent waves are identical.)

XIV. Chemical reactions of various hair color products

A. 20-volume hydrogen peroxide--Liquid or cream acid product that can produce twenty times its own volume in available oxygen, which is the unstable or captive atoms that want to be freed

(NOTE: Hydrogen peroxide used for hair coloring is usually a 6 per cent or 20-volume solution, which means that there are 94 parts of water for every 6 parts of pure hydrogen peroxide.)

(CAUTION: Hydrogen peroxide is unstable and should not be shaken or agitated and should be kept in a cool, dark area.)

B. Lightener--Alkalines are added to peroxide to cause the cuticle to swell, rise, and penetrate the cortex where the free oxygen atoms released by the peroxide act on the melanin and release it

(NOTE: Boosters are often added to lighteners which causes collision between molecules and gives the necessary speed.)

C. Hair tint (color, dye)

1. Oxygen forms the final color, with the speed of the action being determined by the temperature

2. Alkaline is present to swell and lift the cuticle and deposit the color in the cortex

(NOTE: The higher the pH is, the faster the color will work; the lower the pH is, the slower the color will work. A solution that is too high in alkalinity could dissolve the hair completely, but a solution that is too low could take all day to work.)

XV. Chemical make-up of various products used in cosmetology

A. Acid rinse--Contains mild, solid, organic acid that can be dissolved in water and hardens the cuticle layer so that it lays smooth and appears to be shiny

(NOTE: Acid rinses cannot restore normal pH to hair, but they can remove and neutralize alkalines. Acid rinses do not repair damage done by alkalines.)

B. Color rinse--Contains color pigment and may remove some soap scum due to acidity of product and adds color which acts on the hair shaft only

INFORMATION SHEET

C. Conditioner--Contains proteins, oils, and often quaternary ammonium compound and is an acid product which coats the hair

(NOTE: Conditioner that contains some sort of wave set is generally slightly alkaline.)

D. Lipstick--Contains organic color pigment dissolved in an oil and mixed with a base of wax and saturated fat

(NOTE: Perfumes are generally not added to lipstick to avoid irritation to the lips.)

E. Blush and rouge--Contain fats, unsaturated oils, and talcum powder or kaolin

(NOTE: Pigment ground together with a powder is sometimes used.)

F. Eyebrow pencil--Contains hard type wax mixed with a color pigment

(NOTE: Lipsticks and eyebrow pencils are made from essentially the same ingredients.)

G. Mascara--Contains oils and pigments and tiny strands of fibers

H. Eye shadow--Contains vanishing cream base (oil, fat, water and soap) with color pigments added

I. Liquid facial makeup--Contains fats, unsaturated oils, ground corncobs, talcum powder or kaolin, color pigment, and glycerine

J. Nail polish--Contains lacquer and color pigment dissolved in esters

K. Bleaching cream--Contains hydrogen peroxide, citric acid, and sometimes mercury

(CAUTION: Mercury is toxic and should only be used under direction of a physician.)

L. Pack and mask--Contain kaolin or moistened powder, latex, dissolved rubber, glycerine, and zinc oxide

(NOTE: Some are acid and some are alkaline. Read the label to determine the ingredients needed for the proper type skin.)

M. Antiperspirant and deodorant--Maintain a pH from 2.5 to 4 to be effective and usually contain aluminum or zinc compounds

N. Emollient cream--Contains wax, lanolin, vegetable fats, fatty acids, and some mineral products

INFORMATION SHEET

O. Astringent lotion--Contains zinc oxide and a mild ointment base

P. Face powder--Consists of a powder base, coloring pigment, and perfume

(NOTE: Some contain zinc oxide for easy coverage.)

Q. Wave set--Contains tragacanth gum, karaya gum, synthetic gum, irish moss, or pectin in alcohol and water and is a mucilage type product

pH Scale

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PCP - 65-D

PRODUCT CHEMISTRY
UNIT II

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions. (Answers to "a" through "n" are on this page.)

_____a.	Particle having an electrical charge	1. Electron
_____b.	Sour-tasting substance having hydrogen as one of the elements	2. Thioglycolate
_____c.	Compound that produces hydroxide ions in solution; also called *alkaline*	3. Acid
_____d.	Solution that ranges above 7 on the pH scale; opposite of acid	4. Covalent bond
_____e.	Smallest piece of an element that can exist alone and still keep the characteristics of the element	5. Polarity
_____f.	Substance which occupies space and exists in the form of an element, compound, or mixture	6. Sodium hydroxide
_____g.	Tiny particle inside an atom having a negative electrical charge	7. Toxic
_____h.	Bond formed when atoms share electrons	8. Atom
_____i.	Organic chemical found in hair and other compounds	9. Base
_____j.	Having two opposite poles, positive and negative	10. Hydrophilic
_____k.	Substance that can be washed away with water	11. Carbon
_____l.	Poisonous	12. Alkaline
_____m.	Main chemical ingredient contained in permanent wave solutions	13. Matter
_____n.	Caustic soda used in manufacturing soap and hair-straightening creams	14. Ion

_____o. To break up or separate into basic parts or elements or into simpler compounds

_____p. Two or more atoms joined chemically

_____q. Dark pigment that determines skin and hair color

_____r. Matter that gives hair and skin its color

_____s. Hard chemical substance found in hair and nails

_____t. Chemical compound which is formed when acids are added to bases and which contains a metal and nonmetal

_____u. Chemical bond between charged particles called *ions*

_____v. To make chemically neutral; destroy or nullify the effectiveness

_____w. Organic compound forming long protein chains

_____x. Covalent bond formed between two amino acids

_____y. Covalent bond between two sulfur atoms forming cross-linked bonds between protein molecules in hair

_____z. Fine, white clay substance

____aa. Often fragrant compound formed by the reaction between an acid and alcohol or phenol with the elimination of water

____bb. Special organic compound having one side attracted to water and one side attracted to oil and grease; cleansing agent

____cc. Solution made from gum or similar substances and used as a type of adhesive

15. Decompose
16. Detergent
17. Pigment
18. Amino acid
19. Mucilage
20. Keratin
21. Ester
22. Disulfide bond
23. Kaolin
24. Melanin
25. Ionic
26. Peptide bond
27. Molecule
28. Neutralize
29. Salt

2. List chemical symbols for the following elements.

a. Oxygen _____

b. Carbon _____

c. Sodium _____

d. Hydrogen _____

e. Sulfur _____

f. Chlorine _____

g. Nitrogen _____

3. Distinguish between *acids* and *bases* by writing the correct term in the blank provided.

_____a. Bitter-tasting solution used to dissolve the protein in the hair to make the hair more receptive to chemical treatments

_____b. Sour-tasting liquid or solid substance usually used as hair rinse to remove any alkaline residue in the hair; contains hydrogen

4. Discuss in writing the basic characteristics of a pH scale.

_____

_____

_____

_____

_____

_____

_____

_____

5. Discuss in writing the chemistry of water.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

6. Distinguish between *organic* and *inorganic* chemistry by writing the correct term in the blank provided.

_____a. Concerned with the study of matter that does not contain carbon

_____b. Concerned with combinations of carbon, especially hydrocarbons, in matter

7. Distinguish between *physical* and *chemical* changes by writing the correct term in the blank provided.

_____a. Change in appearance occurs, but there is no change in atomic structure

_____b. Change occurs when one substance is changed to one or more entirely different substances by rearranging atoms, breaking old bonds, and forming new ones

8. Distinguish between chemical *elements* and *compounds* by writing the correct term in the blank provided.

_____a. Two or more simple substances united chemically that cannot be separated mechanically

_____b. Simple substance consisting of like atoms that cannot be decomposed by chemical means

9. Define *solution*.

_____

_____

_____

_____

10. Distinguish between a *suspension* and an *emulsion* by writing the correct term in the blank provided.

_____a. Permanent mixture of two or more immiscible (oil and water) substances which are united by a binder (gum) or an emulsifier (soap) and usually appears cloudy

_____b. Temporary mixture of insoluble powders in liquid medium which has a tendency to separate on standing and requires shaking before using

11. Match the products on the right to their correct functions as sterilization and sanitation agents.

_____a. Kills bacteria by attaching the quats to the cell wall by the positive charge and smothering the bacteria

_____b. Kills bacteria; sanitizes metal and glass implements

_____c. Can be used as an antiseptic or disinfectant, depending on percentage strength

1. 70% alcohol
2. Quaternary ammonium compound
3. 37-40% formaldehyde

12. Select from the list below the basic facts about shampoo.

_____a. Detergent-based shampoos remove oil

_____b. Detergent shampoos react better in hard water than soap shampoos

_____c. Most shampoos are acid

_____d. Quats may be added to some shampoos to kill bacteria

_____e. Low pH shampoo is more harmful to the hair than a high pH shampoo

_____f. Shampoos contain soaps or detergents or both

_____g. A high pH shampoo is recommended for lightened hair

_____h. Shampoos are formed by mixing an oil or fat with an alkaline or base

_____i. Shampoos range from 5.0 to 9.5 on the pH scale

_____j. Hair should be shampooed only once a week

_____k. Lanolin, eggs, proteins, fruits, and herbs may be added to some shampoos

13. Discuss in writing the chemical reaction of hair relaxers and permanent waves.

a. Hair relaxers--_____

_____

_____

_____

_____

_____

b. Permanent waves--_____

_____

_____

_____

_____

_____

14. Match the hair color products on the right to the correct chemical reactions.

_____a. Liquid or cream acid product that can produce twenty times its own volume in available oxygen, which is the unstable or captive atoms that want to be freed

_____b. Alkalines are added to peroxide to cause the cuticle to swell, rise, and penetrate the cortex where the free oxygen atoms released by the peroxide act on the melanin and release it

_____c. Oxygen forms the final color, with the speed of the action being determined by the temperature; alkaline is present to swell and lift the cuticle and deposit the color in the cortex

1. Hydrogen peroxide
2. Hair tint
3. Lightener

15. Match the products on the right to their correct chemical make-up.

_____a. Contains mild, solid, organic acid that can be dissolved in water and hardens the cuticle layer so that it lays smooth and appears to be shiny

_____b. Contains color pigment and may remove some soap scum due to acidity of product and adds color which acts on the hair shaft only

_____c. Contains proteins, oils, and often quaternary ammonium compound and is an acid product which coats the hair

_____d. Contains organic color pigment dissolved in an oil and mixed with a base of wax and saturated fat

1. Lipstick
2. Conditioner
3. Color rinse
4. Acid rinse

_____e. Contains fats, unsaturated oils, and talcum powder or kaolin

_____f. Contains hard type wax mixed with a color pigment

_____g. Contains oils and pigments and tiny strands of fibers

_____h. Contains vanishing cream base (oil, fat, water, and soap) with color pigments added

_____i. Contains fats, unsaturated oils, ground corncobs, talcum powder or kaolin, color pigment, and glycerine

_____j. Contains lacquer and color pigment dissolved in esters

_____k. Contains hydrogen peroxide, citric acid, and sometimes mercury

_____l. Contains kaolin or moistened powder, latex, dissolved rubber, glycerine, and zinc oxide

_____m. Maintains a pH from 2.5 to 4 to be effective and usually contains aluminum or zinc compounds

_____n. Contains wax, lanolin, vegetable fats, fatty acids, and some mineral products

_____o. Contains zinc oxide and a mild ointment base

_____p. Consists of a powder base, coloring pigment, and perfume

_____q. Contains tragacanth gum, karaya gum, synthetic gum, irish moss, or pectin in alcohol and water and is a mucilage type product

5. Eye shadow
6. Mascara
7. Liquid facial makeup
8. Eyebrow pencil
9. Blush and rouge
10. Antiperspirant and deodorant
11. Astringent lotion
12. Pack and mask
13. Wave set
14. Nail polish
15. Face powder
16. Bleaching cream
17. Emollient cream

PRODUCT CHEMISTRY
UNIT II

ANSWERS TO TEST

1. a. 14
   b. 3
   c. 9
   d. 12
   e. 8
   f. 13
   g. 1
   h. 4
   i. 11
   j. 5
   k. 10
   l. 7
   m. 2
   n. 6
   o. 15
   p. 27
   q. 24
   r. 17
   s. 20
   t. 29
   u. 25
   v. 28
   w. 18
   x. 26
   y. 22
   z. 23
   aa. 21
   bb. 16
   cc. 19
2. a. O
   b. C
   c. Na
   d. H
   e. S
   f. Cl
   g. N
3. a. Base
   b. Acid
4. Discussion should include:
   a. Determines the strength of acids and bases (alkalines)
   b. Describes the concentration of H+ (hydrogen) in a solution

c. Ranges from 0 to 14

1) 0 to 6 is acid

2) 8 to 14 is alkaline

3) 7 is neutral

5. a. Chemical symbol for water is H_2O

b. Bonds between the hydrogen and oxygen in water are covalent bonds, but the pair of electrons that make up each covalent bond are not shared equally and cause a lopsidedness called polarity

c. Colliding water molecules form a hydrogen bond which holds molecules together in a drop of water and in an ice cube

d. Water dissolves many substances due to its structure

6. a. Inorganic

b. Organic

7. a. Physical

b. Chemical

8. a. Compound

b. Element

9. Definition should include that a solution is a preparation made by dissolving a solid, liquid, or gas (solute) in another substance (solvent), usually a liquid

10. a. Emulsion

b. Suspension

11. a. 2

b. 1

c. 3

12. a, b, d, f, h, i, k

13. Discussion should include:

a. Hair relaxers--Sodium hydroxide (base) is used to straighten curly hair and thioglycolates are reducing agents containing hydrogen which forms disulfide bonds that break the cross-links in the hair permitting the hair to be reshaped; follow with a neutralizer which forms bonds with other sulfur atoms causing new cross-linkage

b. Permanent waves--Disulfide cross-links are broken by reducing agents changing the shape of the hair and then put back together by an oxidizing agent (neutralizer)

14. a. 1

b. 3

c. 2

15. a. 4

b. 3

c. 2

d. 1

e. 9

f. 8

g. 6

h. 5

i. 7

j. 14

k. 16

l. 12

m. 10

n. 17

o. 11

p. 15

q. 13

ELECTRICITY
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to list safety precautions to follow while working in a salon, distinguish between conductor and insulator materials, and prescribe solutions for safety hazards in the salon. This knowledge will be evidenced by completion of the assignment sheet and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with electricity to the correct definitions.
2. Distinguish between forms of electrical current.
3. Distinguish between conductor and insulator materials.
4. Discuss grounding of electrical equipment.
5. State the relationship between voltage, current, and resistance as stated in Ohm's law.
6. Discuss *watt* as a unit of power.
7. List types of electrical rates.
8. List electrical circuit protective devices.
9. List safety precautions to follow while working with electrical equipment.
10. Arrange in order steps for correctly replacing an electrical fuse or resetting a circuit breaker.
11. Prescribe solutions for safety hazards in the salon.

ELECTRICITY
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Introduce unit by explaining the terminology provided on the information sheet.

F. Discuss information and assignment sheets.

G. Ask student to bring an electric bill from home and calculate the charges.

(NOTE: Check with the local power and electric company for charges per kilowatt-hour.)

H. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Electrical Circuit Protective Devices

2. TM 2--Safety Hazards Frequently Found in the Salon

D. Assignment Sheet #1--Prescribe Solutions for Safety Hazards in the Salon

E. Answers to assignment sheet

F. Test

G. Answers to test

III. Unit reference--Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

ELECTRICITY
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Current (CUR-rent)--Direct movement of electrons

B. Electron (e-LEC-tron)--Tiny particle inside atoms that has a negative electrical charge

C. Conductor--Material which allows flow of electricity to pass through

D. Electrode (e-LEC-trode)--Implement used to apply electrical current to the body

E. Insulator (IN-su-la-tor)--Material through which electrical current cannot pass; nonconductor

F. Direct current--Current in which electrons move in one direction at all times

G. Alternating (indirect) current--Current that changes direction of flow at precise intervals

H. Fuse--Device used to protect a circuit from overloading

I. Volt--Unit used to measure electrical pressure

J. Ampere (AM-pere)--Unit used to measure the amount of electrical current flow in a circuit

K. Ohm--Unit used to measure resistance to current flow in an electrical circuit

L. Short circuit--Accidental direct contact between a current supply wire and a current return wire in an electrical circuit

(NOTE: The direct contact generates heat and can cause fire.)

M. Atom--Smallest piece of an element that can exist alone and still keep the characteristic of the element

N. Orbit--To revolve around; to travel in circles

O. Ground--Auxiliary circuit that allows electrical current to be removed from the appliance or the operator in case of a malfunction

P. Watt (W)--Unit used to measure power

Q. Kilowatt (kW) (KIL-o-watt)--One thousand (1000) watts

INFORMATION SHEET

II. Forms of electrical current

A. Direct current--Constant, even-flowing current which moves in only one direction and can be stored

(NOTE: Direct current is represented by the letters D.C. and is sometimes called *steady current*. It is used mainly in automobiles and for mobile equipment.)

B. Alternating current--Current which flows in one direction then reverses direction at precise intervals, usually 60 times a second (60 cycle)

(NOTE: Alternating current is represented by the letters A.C. It is used in homes and industry because it is more economical to produce in quantity.)

III. Conductor and insulator materials

A. Conductor--Material made up of atoms that have only one or two electrons in the outer electron shell (less than half needed to fill the shell), thus the electrons are not very stable and can be moved from atom to atom by electrical force

Examples: Metals such as gold, copper, and aluminum are good electrical conductors

B. Insulator--Material made up of atoms that have the outer electron shell completely filled with electrons, thus the electrons are in a stable orbit and will not leave this orbit

Examples: Materials such as glass, rubber, air, wood, plastic, and alcohol are insulators

IV. Grounding electrical equipment--An additional wire in the supply cable allows a path for current to flow to the ground if the equipment malfunctions to prevent the current from going to the ground through the operator of the equipment and causing severe electrical shock

(CAUTION: Never remove the ground lug [third prong] of an electrical plug.)

V. Relationship between voltage, current, and resistance as stated in Ohm's law--One volt is required to push one ampere of current through a one-ohm resistance

(NOTE: Current is directly proportional to voltage and inversely proportional to resistance.)

INFORMATION SHEET

VI. Watt--One watt of power is expended when one ampere of current is flowing through one ohm of resistance

(NOTE: Charges on electric bills are computed by the kilowatt.)

Example: If you use a 500-watt dryer for eight hours, you use 4,000 watt-hours or 4 kwh's of energy

VII. Electrical rates

A. Residential

B. Commercial

C. Special

Example of calculating residential rates:

First 20 kwh's at 12¢ per kwh

Next 20 kwh's at 10¢ per kwh

Next 60 kwh's at 8¢ per kwh

Next 120 kwh's at 7¢ per kwh

Over 220 kwh's at 5.5¢ per kwh

Customer used 300 kwh's

1. First 20 kwh's at 12¢ = $2.40
2. Next 20 kwh's at 10¢ = 2.00
3. Next 60 kwh's at 8¢ = 4.80
4. Next 120 kwh's at 7¢ = 8.40
5. Next 80 kwh's at 5.5¢ = 4.40

Total cost of 300 kwh's = $22.00

VIII. Electrical circuit protective devices (Transparency 1)

A. Fuse

1. Plug
2. Cartridge

B. Circuit breaker

INFORMATION SHEET

IX. Safety precautions (Transparency 2)

A. Do not overload an outlet; it may cause fuse to blow out

B. Replace blown-out fuse with new fuse while standing on dry surface

(CAUTION: Never replace blown-out fuse with coin.)

C. Replace frayed cords because they may cause short-circuiting, fire, or shock

D. Do not leave work area when patron is connected to an electrical device

E. Do not clean around an outlet when equipment may be plugged in

F. Read instructions carefully before using electrical equipment

G. Avoid connecting or disconnecting appliance when your hands are wet

H. Use only those hand-held appliances that have three-wire cords

I. Observe safety rules when replacing or resetting circuit breakers

J. Use a nonconducting material to push or knock appliance away from person receiving an electrical shock

Examples: Brush, stick, towel

K. Turn off current before trying to extinguish an electrical fire by smothering it with a cloth

L. Do not use water or any wet materials on an electrical fire

M. Remove plug from outlet correctly

N. Avoid overloading appliances in the salon

X. Steps for correctly replacing a fuse or resetting circuit breaker

A. Check to see if fuse or circuit breaker is actually open

(CAUTION: If the fuse or circuit breaker has not opened but current has gone off in one area of the salon, turn the main switch panel off and call an electrician. The circuit could cause a fire.)

B. Check circuit amperage marked on the fuse or circuit breaker

C. Check all outlets on that circuit to see if the amperage indicated on the equipment adds up to more than capacity of fuse or circuit breaker; disconnect the excessive load

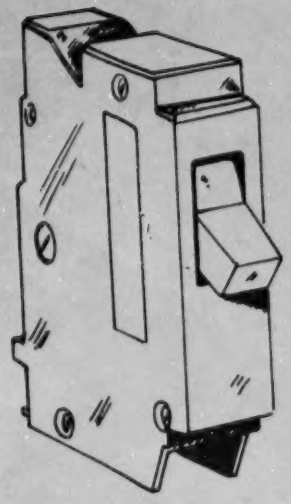
INFORMATION SHEET

D. Turn off all equipment on circuit

E. Replace fuse with one the same size or reset circuit breaker by pushing the switch to full Off then back to On

F. Resume use of circuit with a lower total current load

Electrical Circuit Protective Devices



Circuit Breaker

Cartridge

FUSES

Plug

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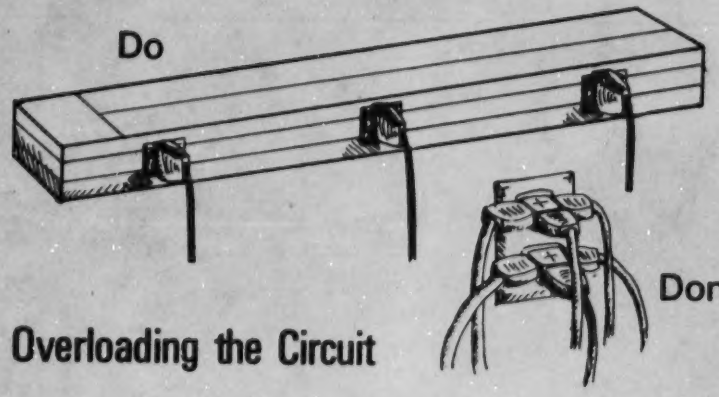
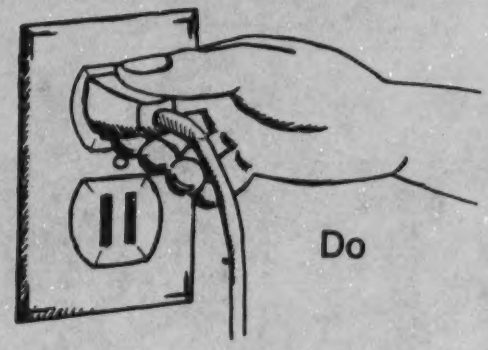
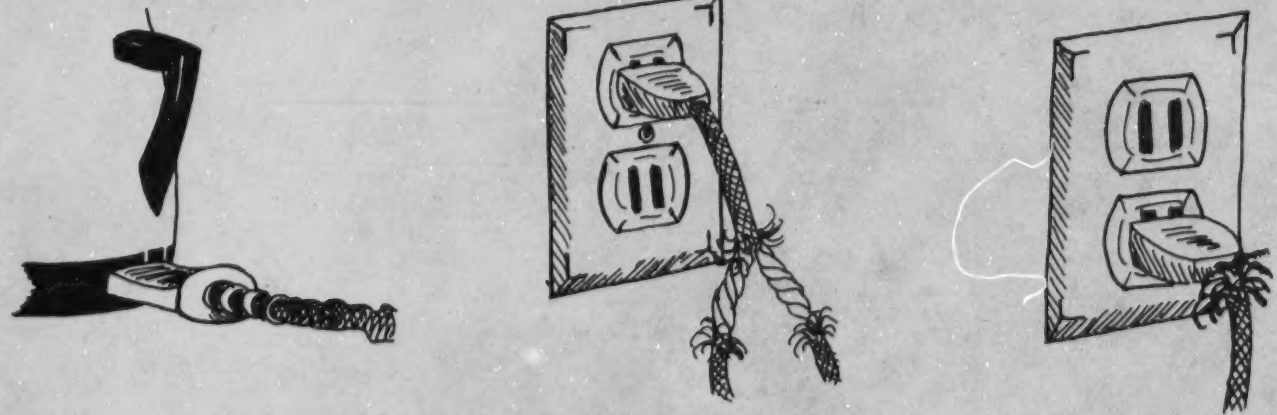
Safety Hazards Frequently Found in the Salon



Overloading the Circuit



Remove Plug Properly



Avoid Using Frayed or Worn Cords

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ELECTRICITY
UNIT III

ASSIGNMENT SHEET #1--PRESCRIBE SOLUTIONS FOR SAFETY HAZARDS IN THE SALON

In the modern society, electricity is the most used source of energy. It not only provides lighting and controls heating and cooling, but powers many of the tools used in the salon. You should be familiar with the basic principles of electricity for your own protection as well as that of the patron.

Read each problem and write the solution or solutions in the blanks provided below.

1. A wig dryer, blow dryer, curling iron, and heat cap are plugged into one circuit and a fuse blows out.

   Solutions:

   a. _____

   b. _____

2. A cord that is worn and frayed is plugged into an outlet. A small fire develops because of a short circuit.

   Solutions:

   a. _____

   b. _____

3. A co-worker receives a shock from an electrical device and cannot let go of it.

   Solution:

   _____

   _____

ELECTRICITY
UNIT III

ANSWERS TO ASSIGNMENT SHEET

1. a. Unplug appliances

   b. Replace burned-out fuse with a new fuse which contains the same rating

2. a. Unplug frayed cord

   b. Put out fire using cloth

3. Push or knock appliance away by using a comb, brush, stick, or towel (anything that does not conduct electricity)

ELECTRICITY
UNIT III

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions.

_____a. Direct movement of electrons

_____b. Tiny particle inside atoms that has a negative electrical charge

_____c. Material which allows flow of electricity to pass through

_____d. Implement used to apply electrical current to the body

_____e. Material through which electrical current cannot pass; nonconductor

_____f. Current in which electrons move in one direction at all times

_____g. Current that changes direction of flow at precise intervals

_____h. Device used to protect a circuit from overloading

_____i. Unit used to measure electrical pressure

_____j. Unit used to measure the amount of electrical current flow in a circuit

_____k. Unit used to measure resistance to current flow in an electrical circuit

_____l. Accidental direct contact between a current supply wire and a current return wire in an electrical circuit

_____m. Smallest piece of an element that can exist alone and still keep the characteristic of the element

1. Ampere
2. Direct current
3. Fuse
4. Volt
5. Current
6. Short circuit
7. Ohm
8. Alternating (indirect) current
9. Electrode
10. Electron
11. Conductor
12. Atom
13. Insulator
14. Kilowatt (kW)
15. Watt
16. Ground
17. Orbit

_____n. To revolve around; to travel in circles

_____o. Unit used to measure power

_____p. Auxiliary circuit that allows electrical current to be removed from the appliance or the operator in case of a malfunction

_____q. 1000 watts

2. Distinguish between the forms of electrical current flow by writing "A" for alternating and "D" for direct current in the correct blanks.

_____a. Constant, even-flowing current which moves in only one direction and can be stored

_____b. Current which flows in one direction then reverses direction at precise intervals, usually 60 times a second

3. Distinguish between *conductor* and *insulator* materials by writing the correct term in the blank provided.

_____a. Material made up of atoms that have the outer electron shell completely filled with electrons, thus the electrons are in a stable orbit and will not leave this orbit

_____b. Material made up of atoms that have only one or two electrons in the outer electron shell, thus the electrons are not very stable and can be moved from atom to atom by electrical force

4. Discuss grounding of electrical equipment.

_____

_____

_____

_____

_____

_____

5. State the relationship between voltage, current, and resistance as stated in Ohm's law.

_____

_____

_____

_____

6. Discuss *watt* as a unit of power.

_____

_____

_____

7. List three types of electrical rates.

a. _____

b. _____

c. _____

8. List types of electrical circuit protective devices.

a. _____

b. _____

9. Select from the following list those safety precautions to follow while working with electrical equipment.

_____a. Avoid overloading appliances in the salon

_____b. Do not leave work area when patron is connected to an electrical device

_____c. Do not clean around an outlet when equipment may be plugged in

_____d. Use only those hand-held appliances that have two-wire cords

_____e. Replace frayed cords because worn-out cords may cause short-circuiting, fire, or shock

_____f. Turn off current before trying to extinguish an electrical fire by smothering it with a cloth

_____g. Use water or any wet material to put out an electrical fire

_____h. Use a conducting material to push or knock appliance away from person receiving an electrical shock

_____i. Avoid connecting or disconnecting appliance when your hands are wet

10. Arrange in order steps for correctly replacing an electrical fuse or resetting a circuit breaker by placing the correct numbers in the blanks provided.

_____a. Replace fuse with one the same size or reset circuit breaker by pushing the switch to full Off and then back to On

_____b. Turn off all equipment on circuit

_____c. Check to see if fuse or circuit breaker is actually open

_____d. Resume use of circuit with a lower total current load

_____e. Check all outlets on that circuit to see if the amperage indicated on the equipment adds up to more than capacity of fuse or circuit breaker; disconnect the excessive load

_____f. Check circuit amperage marked on the fuse or circuit breaker

11. Prescribe solutions for safety hazards in the salon.

(NOTE: If this activity has not been accomplished prior to the test, ask the instructor when it should be completed.)

ELECTRICITY
UNIT III

ANSWERS TO TEST

1.

a.	5	g.	8	m.	12
b.	10	h.	3	n.	17
c.	11	i.	4	o.	15
d.	9	j.	1	p.	16
e.	13	k.	7	q.	14
f.	2	l.	6		

2. a. D

   b. A

3. a. Insulator

   b. Conductor

4. Discussion should include:

   An additional wire in the supply cable allows a path for current to flow to the ground if the equipment malfunctions to prevent the current from going to the ground through the operator of the equipment and causing severe electrical shock

5. One volt is required to push one ampere of current through a one-ohm resistance

6. Discussion should include that one watt of power is expended when one ampere of current is flowing through one ohm of resistance

7. a. Residential

   b. Commercial

   c. Special

8. a. Fuse

      1) Plug

      2) Cartridge

   b. Circuit breaker

9. a, b, c, e, f, i

10. a. 5

    b. 4

    c. 1

    d. 6

    e. 3

    f. 2

11. Evaluated to satisfaction of instructor

SITE PLANNING
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to determine how to select a suitable location for a salon and discuss types of leases and ownerships available. This knowledge will be evidenced by completion of the assignment sheet and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with site planning to the correct definitions.
2. Discuss the characteristics of various types of salons.
3. Match types of ownerships to the correct descriptions.
4. Distinguish between lease and rent.
5. List clauses that may be included in a complex lease.
6. Describe a tentative contract.
7. Discuss factors to consider before owning, leasing, or renting a business.
8. List permits, licenses, and public utilities necessary for opening a salon.
9. Select from a list sources available for financing a business.
10. Plan a salon site.

SITE PLANNING
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Introduce unit by explaining the terminology provided on the information sheet.

E. Discuss information and assignment sheets.

F. Assist student in completing assignment sheet.

G. Discuss various salons in the area and determine if the salon site is conducive to business.

H. Plan a field trip to several types of salons

Examples: Home/neighborhood; shopping center; hotel/motel

I. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment Sheet #1--Plan a Salon Site

D. Test

E. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture.* Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

B. Tezak, Edward J. *Successful Salon Management for Cosmetology Students.* Bronx, New York: Milady Publishing Corp., 1973.

SITE PLANNING
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Proprietorship (pro-PRI-e-tor-ship)--Having the legal right or exclusive title to property; ownership

B. Capital (CAP-i-tal)--Net worth; accumulated possessions calculated to bring in income

C. Franchise (FRAN-chise)--Special privilege granted to a group or individual to market a company's goods or services in a particular area

D. Logo (LO-go)--Letters or symbols used to represent a business, organization, or product

E. Lease--Contract by which one conveys real estate for a term of years

F. Liability (li-a-BIL-i-ty)--Obligation according to law; responsibility

G. Zoning--To divide an area, by ordinance, into sections reserved for different purposes

Example: Some areas are sectioned or zoned for residences, some for businesses, and others for manufacturing

II. Types of salons

A. Hotel/motel beauty salon

1. Small business caters to hotel clientele and community residents

2. Rent is usually lower because of the added service to the hotel guests

3. Shop hours may be regulated by the hotel

4. Guests may charge the services to the hotel

B. Department store salon

1. Salon may be privately leased or store owned

2. Profit is made by mass purchasing the supplies and by having a central supply depot

INFORMATION SHEET

3. Store offers the accounting system, audit facilities, and advertising

(NOTE: Before owning or managing a department store salon, be sure the store is highly respected. Check on the amount of advertising the store will do, how much traffic comes through the store, and who has the final word on complaints.)

C. Shopping center salon

1. Owner/manager usually operates salon with a long-term lease

2. Large amounts of traffic can usually be accommodated

D. Home/neighborhood salon--Self-owned, rented, or leased salon is usually low priced

(NOTE: The neighborhood salon is the backbone of the beauty business because it was the first type of salon operated. The operator is expected to be able to perform all types of cosmetology services.)

III. Types of ownerships

A. Individual proprietorship--One person furnishes all the capital for the business, makes all the rules, receives all the profits, bears all losses, and is liable for all debts of the business

B. Partnership--Two or more persons contribute the capital needed to begin a business, allowing for more money to be invested and more experience; however, if one partner dies or is unable to pay his or her share, the other partner is liable

(NOTE: An agreement should be drawn up, clearly stating how profits and responsibilities are to be shared.)

C. Corporation--Two or more persons obtain a charter from the state and are subject to regulation and taxation by the state

(NOTE: An elected board of directors conducts the business. A corporation offers a limited liability for debts and gives a greater chance of getting the capital needed to begin a business. The stockholders have the advantage of never losing more than their investment.)

INFORMATION SHEET

D. Franchise--Individual operates salon in accordance with an established and regulated parent company, making an initial payment to the parent company and giving the company a percentage of the monthly receipts in exchange for use of the company's name, trademark, and logo

(NOTE: This arrangement allows the individual owner to get a better location and lease provision, less costly insurance, and personal financing which may be impossible for the individual alone.)

IV. Lease and rent

A. Lease--Contract by which one conveys real estate for a term of years for a specified use and fee or service

B. Rent--Fixed cost periodically returned to property owner by tenant or occupant for possession and use of the property

V. Clauses that may be included in a complex lease

(NOTE: These are a few of the more important clauses; your instructor may wish to add more.)

A. Returning the property

(NOTE: Lessee will return property to its original condition or better when vacating the property.)

B. Maintenance

(NOTE: Maintenance clauses state who is responsible for the plumbing, heating, snow removal, window washing, painting, and major repairs.)

C. Liability

(NOTE: This type of clause designates who will be responsible for accidents that result in bodily injury or property damage on the leased property.)

D. Sublease

(NOTE: The sublease indicates that the lessee can lease a portion of the property to another tenant for a designated type of business such as for clothing and make-up.)

E. Major decorating

(NOTE: This clause designates who will be responsible for the cost of periodic remodeling or redecorating. If the lessee is responsible for decorating, the cost should be planned as part of the operating budget.)

INFORMATION SHEET

F. Thirty-day notice

(NOTE: This clause allows the property owner to show facilities to prospective tenants, to place For Rent sign on property, and to advertise the property thirty days prior to lease expiration.)

G. Deposit

(NOTE: A deposit is to be held by owner for the purpose of covering damage to property. This deposit must be returned in full to lessee if the condition of the vacated property is acceptable to contract requirements.)

VI. Tentative contract--Contract which states that the prospective tenant will sign a lease agreement on a given date providing the zoning rules and State Board of Cosmetology rules and regulations have been met and the necessary permits have been obtained

VII. Factors to consider before owning, leasing, or renting a business

A. Location

1. Business potentials

(NOTE: Take a survey of the number of workers in the area, especially the women.)

2. Number of people passing by daily

3. Available parking space

4. Public transportation to and from the area

5. Outlook for increasing business

6. Prices you would be able to charge in the area

7. Rent comparable to the location and prices you will charge

8. Income level of neighborhood

9. Type of salon (high-fashion, popularly priced, or budget salon)

10. Size of the retail area

11. Ample room for expanding facilities

12. Number of similar businesses in the area

B. Available space--Average of 11.04 to 11.5 square meters (120 to 125 square feet) is needed for the working area, reception area, dispensary, and storage per operator

(NOTE: If you plan a six-operator salon, then 69 square meters [750 square feet] will be needed.)

INFORMATION SHEET

C. Salon shape--Rectangular-shaped rooms are the easiest to plan and design

(NOTE: If the salon is long and narrow or is not rectangular, then careful planning must go into the arrangement.)

D. Equipment--Space requirements for all necessary equipment must be considered

E. Extra rooms--Plans must be made for a dispensary, utility room, restroom, and dryer area

(NOTE: When planning dryer area, plan one and one-half to two dryers per operator and one shampoo bowl for every two operators.)

VIII. Permits, licenses, and public utilities necessary for opening salon

A. Permits and licenses

1. State Board of Cosmetology License

(NOTE: Apply for a set of rules for salon and operator from the State Board of Cosmetology and present a salon plan, if requested, which shows working area, supply area, toilet space, doors, and ventilating system. Because each state may differ slightly, check with the State Board of Cosmetology for rules and regulations.)

2. Plumbing permit

(NOTE: Obtain permit from plumbing contractor or at the city hall in the office of the zoning and building inspector.)

3. Electrical permit

(NOTE: You or the electrical contractor can obtain permit at the city hall office of the zoning and building inspector.)

4. Sign permit

(NOTE: Obtain permit from the office of the zoning and building inspector at city hall.)

5. Building permit

(NOTE: You or the building contractor can obtain the permit by presenting plans of the wall construction and necessary materials to someone at the office of the zoning and building inspector.)

INFORMATION SHEET

6. Zoning permit

(NOTE: Check zoning rules in area of intended location at the office of the zoning and building inspector. If the zoning is not correct for the type of business you want, you may have to make an appeal and have the zoning laws changed or obtain a variance; it may be expensive.)

7. Sales tax license

(NOTE: Obtain license from the office of the finance department in the city sales tax division.)

(CAUTION: You cannot sell any retail item in your salon without a sales tax license. Accurate records must be kept.)

8. Use tax license

(NOTE: Some cities require a tax on items purchased in another city and used by you to make a profit. Obtain license from city finance department.)

B. Public utilities

1. Gas and electric

(NOTE: Sometimes these utilities are combined and require a deposit.)

2. Telephone

(NOTE: Telephone installation requires a deposit which is usually refunded. There is a standard charge for a telephone installation, which includes putting your name in the yellow and white pages. An ad in the yellow pages requires an additional charge.)

3. Water

(NOTE: Water may require a deposit. Some lessors pay the water bill. However, if you are responsible, a two-week notice should be given to the water department before the water is to be turned on.)

4. Trash service (garbage removal)

(NOTE: Contact company as soon as salon is available and determine who has to furnish the trash receptacles and make sure that they meet with rules and regulations of the State Board of Cosmetology, the fire department, and the sanitation department. Call local fire and police departments and let them know who owns the salon and where the owners can be reached in case of an emergency.)

INFORMATION SHEET

IX. Sources available for financing a business

A. Banks

(NOTE: Personal finances will be examined and loan may be secured to a house, car, stocks, bonds, or furniture to insure repayment of loan.)

B. Small business associations

C. Loan agencies

(NOTE: The interest rate is usually very high through a loan agency and generally should not be considered.)

SITE PLANNING
UNIT I

ASSIGNMENT SHEET #1--PLAN A SALON SITE

Every cosmetologist should be aware of the business opportunities which are available and how they can be achieved. Read the information below and determine what type of salon is needed, how it will be financed, what type of ownership or leasing will be required, and what permits and public utilities will be needed. All of the alternatives mentioned below will require permits, turning on of utilities, decorating, and a lease, rent, or individual ownership.

Center City is a town of about 30,000 population and has several small shopping centers. The south portion of Center City, which is a middle income area, is expected to expand when a new manufacturer moves its business into the community. A large shopping mall and hotel are planned as well as many large business offices.

The firm leasing the shopping mall will provide four walls, roof, glass windows, and heating and cooling units but will do no maintenance. A thirty-day notice clause will appear in the lease agreement and a deposit on the real estate is expected.

The hotel will be a fairly small operation and will have limits on sign displays, salon hours, and decorating, but the rent or lease is much smaller than the shopping center mall salon.

One of the major department stores in the mall will have a salon and will provide some advertising but charges a minimal amount for services and will also have the final word on any complaints.

A small neighborhood salon would be convenient but finances are at a low for you at the moment.

Type of salon _____

Own, lease, or rent _____

Procedure for completion of salon _____

_____

_____

_____

_____

_____

SITE PLANNING
UNIT I

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions.

_____a. Having the legal right or exclusive title to property; ownership

_____b. Net worth; accumulated possessions calculated to bring in income

_____c. Special privilege granted to a group or individual to market a company's goods or services in a particular area

_____d. Letters or symbols used to represent a business, organization, or product

_____e. Contract by which one conveys real estate for a term of years

_____f. Obligation according to law; responsibility

_____g. To divide an area, by ordinance, into sections reserved for different purposes

1. Liability
2. Franchise
3. Capital
4. Lease
5. Proprietorship
6. Logo
7. Zoning

2. Discuss in writing the characteristics of the following types of salons.

a. Hotel/motel beauty salon

_____

_____

_____

_____

b. Department store salon

_____

_____

_____

_____

c. Shopping center salon

_____

_____

_____

_____

d. Home/neighborhood salon

_____

_____

_____

3. Match the types of ownerships on the right to the correct descriptions.

_____a. One person furnishes all the capital for the business, makes all the rules, receives all the profits, bears all losses, and is liable for all debts of the business

_____b. Two or more persons contribute the capital needed to begin a business, allowing for more money to be invested and more experience; however, if one partner dies or is unable to pay his or her share, the other partner is liable

_____c. Two or more persons obtain a charter from the state and are subject to regulation and taxation by the state

_____d. Individual operates salon in accordance with an established and regulated parent company, making an initial payment to the parent company and giving the company a percentage of the monthly receipts in exchange for use of the company's name, trademark, and logo

1. Partnership
2. Franchise
3. Individual proprietorship
4. Corporation

4. Distinguish between a *lease* and *rent* by writing the correct term in the blank provided.

_____ a. Contract by which one conveys real estate for a term of years for a specified use and fee or service

_____ b. Fixed cost periodically returned to property owner by tenant or occupant for possession and use of the property

5. List five clauses that may be included in a complex lease.

a. _____

b. _____

c. _____

d. _____

e. _____

6. Describe a tentative contract.

_____

_____

_____

7. Discuss factors to consider before owning, leasing, or renting a business.

a. Location

_____

_____

_____

_____

_____

_____

b. Available space

_____

_____

_____

c. Salon shape

_____

_____

d. Equipment

_____

_____

e. Extra rooms

_____

_____

8. List permits, licenses, and public utilities necessary for opening a salon.

a. Permits and licenses

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

b. Public utilities

1) _____

2) _____

3) _____

4) _____

9. Select from the following list sources available for financing a business.

_____a. Small business associations

_____b. Banks

_____c. Loan agencies

10. Plan a salon site.

(NOTE: If this activity has not been accomplished prior to the test, ask the instructor when it should be completed.)

SITE PLANNING
UNIT I

ANSWERS TO TEST

1. a. 5
   b. 3
   c. 2
   d. 6
   e. 4
   f. 1
   g. 7

2. Discussion should include:

   a. Hotel/motel beauty salon

      1) Small business caters to hotel clientele and community residents

      2) Rent is lower because of the added service to the hotel guests

      3) Shop hours may be regulated by the hotel

      4) Guests may charge the services to the hotel

   b. Department store salon

      1) Salon may be privately leased or store owned

      2) Profit is made by mass purchasing the supplies and by having a central supply depot

      3) Store offers the accounting system, audit facilities, and advertising

   c. Shopping center salon

      1) Owner/manager usually operates salon with a long-term lease

      2) Large amounts of traffic can usually be accommodated

   d. Home/neighborhood salon--Self-owned, rented, or leased salon is usually low priced

3. a. 3
   b. 1
   c. 4
   d. 2
4. a. Lease
   b. Rent
5. Any five of the following:
   a. Returning the property
   b. Maintenance
   c. Liability
   d. Sublease
   e. Major decorating
   f. Thirty-day notice
   g. Deposit
   h. Others as added by instructor
6. Description should include:

   Contract which states that the prospective tenant will sign a lease agreement on a given date providing the zoning rules and State Board of Cosmetology rules and regulations have been met and the necessary permits have been obtained
7. Discussion should include:
   a. Location
      1. Business potentials
      2. Number of people passing by daily
      3. Available parking space
      4. Public transportation to and from the area
      5. Outlook for increasing business
      6. Prices you would be able to charge in the area
      7. Rent comparable to the location and prices you will charge

8. Income level of neighborhood
9. Type of salon (high-fashion, popularly priced, or budget salon)
10. Size of retail area
11. Ample room to expanding facilities
12. Number of similar businesses in the area

b. Available space--Average of 11.04 to 11.5 square meters (120 to 125 square feet) is needed for working area, reception area, dispensary, and storage per operator

c. Salon shape--Rectangular-shaped rooms are the easiest to plan and design

d. Equipment--Space requirements for all necessary equipment must be considered

e. Extra rooms--Plans must be made for a dispensary, utility room, restroom, and dryer area

8. a. Permits and licenses

1) State Board of Cosmetology License
2) Plumbing permit
3) Electrical permit
4) Sign permit
5) Building permit
6) Zoning permit
7) Sales tax license
8) Use tax license

b. Public utilities

1) Gas and electric
2) Telephone
3) Water
4) Trash service (garbage removal)

9. a, b, c

10. Evaluated to satisfaction of instructor

SALON PLANNING AND MANAGEMENT
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to design a salon using appropriate color schemes, furniture and equipment, and room arrangements. The student should be able to describe taxes and laws pertaining to salons. This knowledge will be evidenced by completion of the assignment sheet and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with salon planning and management to the correct definitions.
2. List factors to consider when selecting the salon name.
3. Select from a list basic implements and equipment needed for the salon.
4. Select from a list color schemes appropriate for a salon.
5. Discuss basic rules for preparing window displays.
6. Discuss decorating the reception area.
7. Discuss the styling area arrangement.
8. List items to consider when setting up a dispensary (supply room).
9. List items to include in a salon operating budget.
10. Match types of insurances available to the correct definitions.
11. Describe taxes and laws pertaining to a salon.
12. Match various salary alternatives to the proper definitions.
13. Discuss supplies which should be purchased.
14. Discuss methods of advertising.
15. Design a salon.

SALON PLANNING AND MANAGEMENT
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Introduce unit by explaining the terminology provided on the information sheet.

E. Discuss information and assignment sheets.

F. Plan a field trip to several local salons.

G. Display pictures, color swatches, and material swatches showing several color schemes that would be desirable for a salon.

H. Discuss supply costs and waste of supplies.

I. Give test.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment Sheet #1--Design a Salon

D. Test

E. Answers to test

III. Unit references:

A. Scott, Olive P. et al. *The Prentice-Hall Textbook of Cosmetology: A Professional Guide to the Theory and Practice of Beauty Culture*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

B. Tezak, Edward J. *Successful Salon Management for Cosmetology Students*. Bronx, New York: Milady Publishing Corp., 1973.

SALON PLANNING AND MANAGEMENT
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Wet station--Sink or shampoo bowl contained in styling station which is covered when not being used

B. Dry station--Styling or comb-out station not having a sink or shampoo bowl

C. Dispensary (dis-PEN-sa-ry)--Supply area or room where salon products are housed

D. Depreciation (de-pre-ci-A-tion)--Loss of value; act of lowering the estimated value

E. Liability (li-a-BIL-i-ty)--Obligation according to law; responsibility

F. Malpractice (mal-PRAC-tice)--Poor practice or negligence by the cosmetologist when performing a service

G. Severance pay (SEV-er-ance)--Allowance based on length of service that is payable to an employee in case of disciplinary discharge

H. Gross--Overall total exclusive of deductions

II. Selecting salon name

A. Identifies type of establishment

Example: Central Beauty Salon

(NOTE: The name Central Beauty Salon identifies the type of establishment, is short, and gives some idea of the location.)

B. Is easy to remember

(NOTE: A name that is too long will not be easy to remember and will be difficult to write on a check.)

C. Is short and simple

D. Identifies salon location

(NOTE: This is not always possible or necessary.)

E. Does not require changing due to changes in ownership

(NOTE: A salon with someone's name in the title may have to be changed with new ownership.)

INFORMATION SHEET

III. Various implements and equipment needed for a salon

A. Basic equipment

1. Styling chairs
2. Shampoo bowls
3. Dryer chairs
4. Comb-out stations, wet or dry
5. Booth for styling/tinting
6. Manicure table
7. Manicure stool
8. Reception desk
9. Reception chair
10. Waiting room chairs
11. Table for magazines
12. Coat rack
13. Washer and dryer (optional)

B. Basic implements

1. Curling irons
2. Blow dryers
3. Permanent wave rods
4. Timers
5. Spray bottles
6. Hot combs
7. Manicure equipment

INFORMATION SHEET

8. Wig blocks
9. Swivel clamps
10. Gloves
11. Neck strips and neck strip holders
12. Combs
13. Brushes
14. Clips
15. Rollers
16. Wig pins
17. Bobby pins and hair pins
18. Shampoo capes
19. Comb-out capes
20. Hot plate or heater
21. Hot oil manicure heater
22. Towels
23. Color charts

C. Cleaning equipment

1. Brooms
2. Mops
3. Dust pan
4. Toilet brush
5. Sponges
6. Toilet paper
7. Soap
8. Cleaning rags
9. Floor and sink cleansers

INFORMATION SHEET

IV. Color schemes appropriate for salon

A. Paint an area white or a light shade to give the room a larger appearance

B. Paint one or two small walls in a long room darker shades to give a more square appearance

(NOTE: An accent color on one of the walls, with the other wall being white, will give a more square appearance.)

C. Decorate the walls of a room having a low ceiling with vertical stripes to give an appearance of height to the room

D. Decorate the walls of a room having a very high ceiling with horizontal lines and picture arrangements to give a lower appearance to the ceiling

E. Use lighter shades to give a better morale to the cosmetologist and the customer

(NOTE: Paneling, tile, brick, and wallpaper are popular materials used selectively in a salon.)

V. Preparing window displays

(NOTE: Windows and drapes should be cleaned regularly to remove smoke and hair spray.)

A. Stress only one theme in displays; avoid a cluttered appearance

B. Change displays regularly

(NOTE: Change displays about every three weeks so that all the customers can view it.)

C. Include a display card that is easy to read and only contains a minimum of wording

Examples: "Season's Greetings" or "Sail into spring with a new wave"

VI. Decorating reception area

(NOTE: This area is very important because it gives the first impression of the salon.)

A. Select waiting room chairs to fit the size of the area

B. Select chairs that have a nice appearance and are an asset to the waiting room area

INFORMATION SHEET

C. Select easy-to-clean coverings for the reception chairs

D. Select a simple chair design

(NOTE: Chairs without arms are less confining and cooler than those with arms.)

E. Select chairs that have a good padding and springs and that will be long wearing and fireproof

F. Select serviceable desk which can be neatly organized to accommodate appointment book, telephone, cash drawer, container for pens and pencils, adding machine or calculator, appointment cards, scratch pad, price list, patron address file, and a ticket holder or file

VII. Decorating styling area

A. Easy-to-clean walls

B. Washable, easy-to-clean, long-wearing, and attractive floors

(NOTE: Avoid carpeting at shampoo area.)

C. Framed mirrors at each comb-out station

(NOTE: Individual mirrors give the patron a more personal feeling. Mirrors should be placed at several heights.)

D. Styling chairs that are comfortable and allow freedom of movement

E. Washable, stainproof coverings on styling chairs

F. Dryer chairs that are comfortable, easy to clean, and easily accessible for a manicure

(NOTE: Check the State Board Rules and Regulations for requirements concerning salons.)

VIII. Dispensary (supply room)

A. Floors which are easy to clean and maintain

(NOTE: The floor color should blend with the styling area floor color and should be soil and stain resistant.)

B. Cabinet that will be easy to keep clean

INFORMATION SHEET

C. Double sinks

(NOTE: Avoid storing anything under the sink.)

D. Supply shelves which cover at least one wall

(NOTE: Doors on the supply shelves usually get in the way and are not needed.)

E. Washing machine and dryer

(NOTE: Washing machine and dryer are optional but are assets to the salon.)

F. Broom closet large enough to house all the cleaning materials

(NOTE: The hot water heater may also be housed in the dispensary.)

IX. Salon operating budget

Expenses	Percent of Income
A. Salaries	50-55
B. Rent	6-10
C. Supplies	5-7
D. Advertising	1-3
E. Depreciation	5-7
F. Laundry	1-2
G. Utilities	2-3
H. Repairs and maintenance	1-2
I. Insurance	1-2
J. Telephone	1-2
K. License and taxes	2-3
L. Legal, professional and accounting	1-2
M. Miscellaneous	3-4

INFORMATION SHEET

X. Types of insurance available

A. Malpractice and product liability--Protects salon owner from law suits involving negligence and covers any injury in the salon that a patron may receive as the result of a service or faulty product

(NOTE: The only instance in which a salon is not protected by most malpractice insurance policies is in the case of a patron injured as a result of a violation of the law.)

Example: Failure of the cosmetologist to take a predisposition test 24 hours prior to a service that requires it

B. Manufacturer's product liability--Pays only when products such as hair colors and permanent waves have been used correctly

(NOTE: This insurance is carried by dependable manufacturers and does not take the place of malpractice insurance.)

C. Premise liability--Protects salon owner against law suits involving accidents in the salon such as slippery floors or misplaced equipment

D. Fire--Covers losses due to fire; is based on property value and is necessary to the salon due to the valuable equipment and amount of electricity and combustible chemicals used and stored

E. Worker's compensation--Protects salon owner against injuries to employees while they are performing their duties

(NOTE: This insurance covers the employees of a salon and not the patrons and it will pay for any injury or disease that is occupation related.)

F. Personal illness, hospitalization, and accident--Protects salon owner who is not covered by worker's compensation

(NOTE: Unless the salon is a corporation, the salon owner is not covered by workers' compensation and other insurance is needed.)

XI. Taxes and laws pertaining to a salon

A. Social security--Fixed percentage of each dollar the employee earns up to a certain point is paid by the employee and employer

(NOTE: The annual income above the cutoff point is not taxed, but the percentage and the cutoff point change from time to time. Self-employed persons pay a higher social security than those who are not self-employed.)

INFORMATION SHEET

B. Wages, hours, and working conditions--Certain specified industries prohibit persons under sixteen years of age from working more than eight hours a day or forty-eight hours a week

C. Tips--Cash tips amounting to $20.00 or more received in a month are subject to withholding for income tax and social security tax

(NOTE: Daily records of tips should be kept by the employee.)

D. Income tax--Wages subject to withholding include salaries, tips, fees, bonuses, commissions, certain pensions, retirement pay, vacation allowances, and dismissal and severance pay

(NOTE: The two factors determining amount of tax to be held out are wages and the number of exemptions claimed by the employee.)

XII. Various salary alternatives

A. Percentages--Total weekly gross sales are figured and multiplied by a percentage to determine wage

(NOTE: Usually with this arrangement the salon purchases the supplies. The percentage is usually 60-40 or 50-50.)

B. Booth rental--Rent is collected by salon owner as either a fixed amount or percentage of one's gross sales; owner provides a place for the cosmetologist to work and usually does not furnish the supplies

(NOTE: The cosmetologist is considered self-employed and must pay the taxes and insurance and keep the books.)

C. Straight salary--Weekly or monthly salary that remains the same regardless of amount of work accomplished and is usually used for a new employee or a salon manager

D. Profit sharing--All cosmetologists, regardless of time worked, receive the same percentage on their gross salary and after a certain figure is reached, some of the profit is turned over to the employees

(NOTE: This system has a "help your neighbor" attitude, since what your neighbor makes for the salon could increase all the wages.)

INFORMATION SHEET

XIII. Purchasing supplies

A. Shampoos--Purchase an all-purpose shampoo and dry hair and oily hair shampoos

(NOTE: Use only 14.175 grams [one-half ounce] per application to avoid waste. Separate non-stripping shampoos will not be needed if the all-purpose shampoo is good.)

B. Color rinses--Purchase one of each color of the color rinses and several bottles of the popular shades, using one brand

C. Special rinses--Purchase prepared type brands you like best

(NOTE: The rinses should be stored in the dispensary and always returned there after use. Make sure they are easily accessible to the employees.)

D. Hair colors--Purchase one or two brands only and about three applications of each color

(NOTE: Popular shades can be stocked heavier.)

E. Hair lighteners--Purchase smaller amounts of oil lighteners as compared to the powder and cream lighteners

(NOTE: Three large cans of powder and twelve bottles of cream lightener are usually sufficient. The developer should be selected by the amount of storage space available and peroxide can be purchased in containers from 56.699 grams to 1.8927 liters [two ounces to half gallon].)

F. Conditioners--Purchase 1.893 to 2.839 liters (four to six pints) of instant conditioner from order to order, selecting the most popular and considering the time element involved in the application

(NOTE: Cream conditioners should be purchased in lesser amounts since they require a longer application time.)

G. Permanent waves--Purchase budget type waves which should be the lowest priced wave in the salon; medium priced for fine and limp hair, normal and resistant, and color treated hair; and the top price range should be the best permanent waves for tinted, lightened, normal, and resistant hair; a dozen of each type should be purchased at the beginning until a more accurate count can be formulated

H. Hair sprays--Purchase in wholesale quantities and sell at retail to the patron to cut overhead costs of the salon

(NOTE: Labeling hair spray under your salon name is not only good advertisement but will require the patron to purchase the spray from the salon.)

INFORMATION SHEET

I. Miscellaneous supplies--Purchase basic supplies such as stain remover, nail polish remover, nail polish, styling gel, wig cleaner, lash and brow tint, and lacquer in small quantities

XIV. Advertising

(NOTE: Consult the State Board of Cosmetology for rules concerning advertising.)

A. Newspaper--Should be placed on a page read by potential customers, should catch the eye and be personalized, and should state services or products available

B. Television and radio--Should be an effective way to advertise, but can be very expensive

(NOTE: Advertisement should not exceed more than one to three percent of the salon income.)

C. Word-of-mouth--Should become the best form of advertisement by patrons who enjoy the services and who tell others

D. Sales and specials--Should stimulate sales and remove old merchandise from the stock; should be held when business is slow

(NOTE: Avoid having too many sales promotions in a year.)

E. Displays--Should be tasteful, effective displays which will attract patrons

(NOTE: Change displays about every three weeks. They should be colorful and well lighted.)

F. Silent advertising--Should be accomplished through employee's own appearance, pictures in reception and styling areas, matches, and appointment cards

(NOTE: A well-groomed employee is vital to a salon.)

SALON PLANNING AND MANAGEMENT
UNIT II

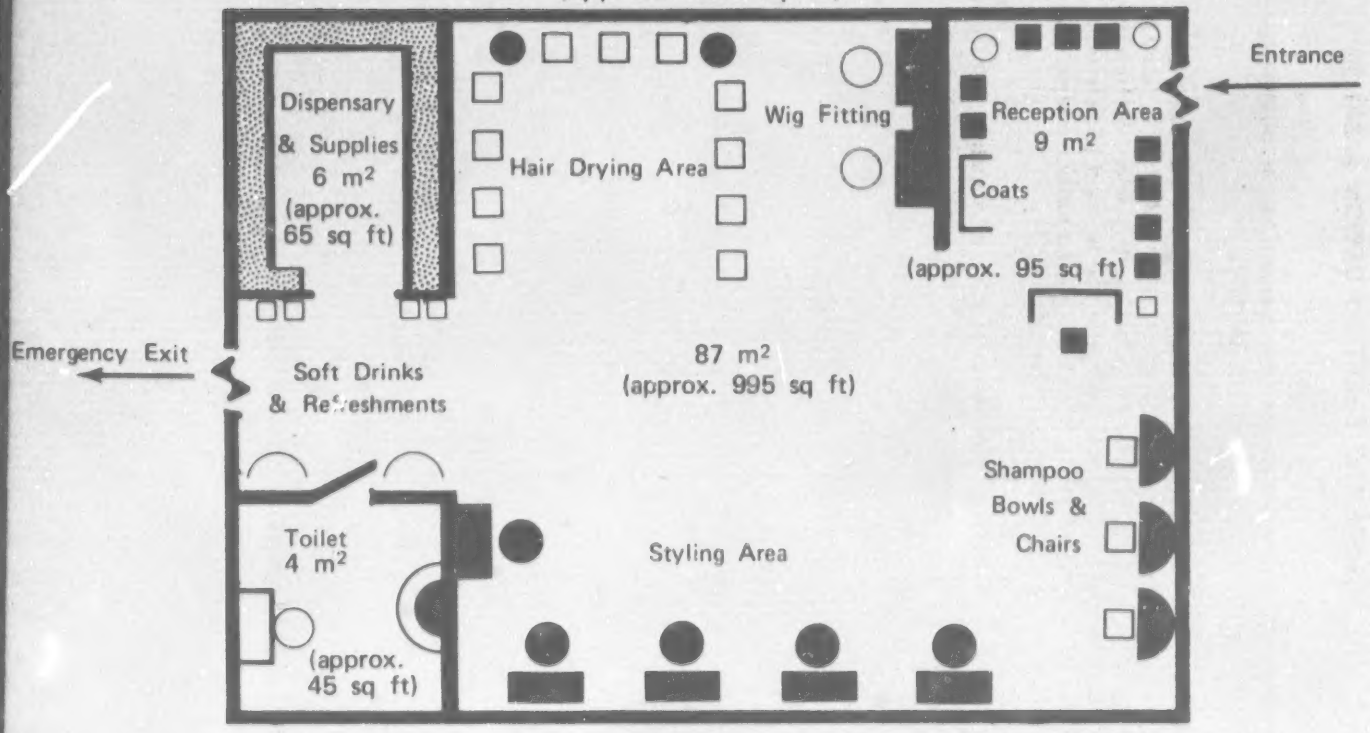
ASSIGNMENT SHEET #1--DESIGN A SALON

A salon should reflect the owner and the community. It should welcome patrons and make them fully relaxed and pleased to be there.

Plan and design your own salon on poster board paper approximately 17" x 22". Show the reception area, styling area, dispensary, and toilet. Be sure to show how many stations, dryers, and shampoo bowls will be included in your salon. Use pictures showing types of furniture and equipment. Material swatches may be used to determine colors for chairs, drapes, walls, and floors. Design the front window and include any wall hangings or pictures that will be on the walls throughout the salon.

(NOTE: If you have access to sample floor tiles or paneling, use those to depict the area in which they will be used. A sample floor plan is provided on the next page.)

Sample Floor Plan
108 m^2
(approx. 1200 sq ft)



ASSIGNMENT SHEET #1

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SALON PLANNING AND MANAGEMENT
UNIT II

TEST

NAME _____ SCORE _____

1. Match the terms on the right to the correct definitions.

_____a. Sink or shampoo bowl contained in styling station which is covered when not in use	1. Depreciation
_____b. Styling or comb-out station not having a sink or shampoo bowl	2. Dry station
_____c. Supply area or room where salon products are housed	3. Liability
_____d. Loss of value; act of lowering the estimated value	4. Malpractice
_____e. Obligation according to law; responsibility	5. Gross
_____f. Poor practice or negligence by the cosmetologist when performing a service	6. Wet station
_____g. Allowance based on length of service that is payable to an employee in case of disciplinary discharge	7. Severance pay
_____h. Overall total exclusive of deductions	8. Dispensary

2. List five factors to consider when selecting a salon name.

a. _____

b. _____

c. _____

d. _____

e. _____

3. Select from the following list the basic implements and equipment needed for a salon by placing an "X" in the appropriate blanks.

_____a. Styling chairs

_____b. Waiting room chairs

_____c. Television set

_____d. Facial table

_____e. Reception desk

_____f. Shampoo bowls

_____g. Manicure table

_____h. Comb-out stations, wet or dry

_____i. Wig dryer

_____j. Permanent wave rods

_____k. Manicure equipment

_____l. Swivel clamps

_____m. Blow dryers

_____n. Curling irons

_____o. Oval mirrors

4. Select from the list below the color schemes appropriate for a salon.

_____a. Paint an area white or a light shade to give the room a larger appearance

_____b. Decorate the walls of a room having a low ceiling with horizontal stripes to give an appearance of height to the room

_____c. Paint one or two small walls in a long room darker shades to give a more square appearance

_____d. Decorate the walls of a room having a very high ceiling with horizontal lines and picture arrangements to give a lower appearance to the ceiling

_____e. Use lighter shades to give a better morale to the cosmetologist and the customer

5. Discuss in writing basic rules for preparing window displays.

6. Discuss in writing the decorating of the reception area.

7. Discuss in writing the styling area arrangement.

8. List five items to consider when setting up a dispensary.

a.

b.

c.

d.

e.

9. List ten items to include in a salon operating budget.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

10. Match the types of insurance on the right to the correct definitions.

_____a. Protects salon owner from law suits involving negligence and covers any injury in the salon that a patron may receive as the result of a service or a faulty product

_____b. Pays only when products such as hair colors and permanent waves have been used correctly

_____c. Protects salon owner against law suits involving accidents in a salon such as slippery floors or misplaced equipment

_____d. Covers losses due to fire; is based on property value and is necessary to the salon due to the valuable equipment and amount of electricity and combustible chemicals used and stored

_____e. Protects salon owner against injuries to employees while they are performing their duties

_____f. Protects salon owner who is not covered by worker's compensation

1. Worker's compensation
2. Manufacturer's product liability
3. Fire
4. Malpractice and product liability
5. Premise liability
6. Personal illness, hospitalization, and accident

11. Describe in writing the following taxes and laws pertaining to operating a salon.

a. Social security--

b. Wage, hours, and working conditions--

c. Tips--

d. Income tax--

12. Match the salary alternatives on the right to the correct definitions.

_____a. Total weekly gross sales are figured and multiplied by a percentage to determine wage

_____b. Rent is collected by salon owner as either a fixed amount or percentage of one's gross sales; owner provides a place for the cosmetologist to work and usually does not furnish the supplies

_____c. Weekly or monthly salary that remains the same regardless of amount of work accomplished and is usually used for a new employee or a salon manager

_____d. All cosmetologists, regardless of time worked, receive the same percentage on their gross salary and, after a certain figure is reached, some of the profit is turned over to the employees

1. Straight salary
2. Percentage
3. Profit sharing
4. Booth rental

13. Discuss the following supplies which should be purchased for a salon.

a. Shampoos--_____

_____

_____

_____

_____

b. Color rinses--_____

_____

_____

_____

_____

c. Special rinses--_____

_____

_____

_____

_____

d. Hair colors--_____

e. Hair lighteners--_____

f. Conditioners--_____

g. Permanent waves--_____

h. Hair sprays--_____

i. Miscellaneous--_____

14. Discuss in writing the following methods of advertising.

a. Newspaper--_____

b. Television and radio--_____

c. Word-of-mouth--_____

d. Sales and specials--_____

e. Displays--_____

f. Silent advertising--_____

15. Design a salon.

(NOTE: If this activity has not been accomplished prior to the test, ask the instructor when it should be completed.)

SALON PLANNING AND MANAGEMENT
UNIT II

ANSWERS TO TEST

1. a. 6
   b. 2
   c. 8
   d. 1
   e. 3
   f. 4
   g. 7
   h. 5

2. a. Identifies type of establishment
   b. Is easy to remember
   c. Is short and simple
   d. Identifies salon location
   e. Does not require changing due to changes in ownership

3. a, b, e, f, g, h, j, k, l, m, n

4. a, c, d, e

5. Discussion should include:
   a. Stress only one theme in displays; avoid a cluttered appearance
   b. Change displays regularly
   c. Include a display card that is easy to read and only contains a minimum of wording

6. Discussion should include:
   a. Select waiting room chairs to fit the size of the area
   b. Select chairs that have a nice appearance and are an asset to the waiting room area
   c. Select easy-to-clean coverings for the reception chairs
   d. Select a simple chair design
   e. Select chairs that have a good padding and springs and that will be long wearing and fireproof
   f. Select serviceable desk which can be neatly organized to accommodate appointment book, telephone, cash drawer, container for pens and pencils, adding machine or calculator, appointment cards, scratch pad, price list, patron address file, and a ticket holder or file

7. Discussion should include:
   a. Easy-to-clean walls
   b. Washable, easy-to-clean, long-wearing, and attractive floors
   c. Framed mirrors at each comb-out station
   d. Styling chairs that are comfortable and allow freedom of movement
   e. Washable, stainproof coverings on styling chairs
   f. Dryer chairs that are comfortable, easy to clean, and easily accessible for a manicure

8. a. Floors which are easy to clean and maintain
   b. Cabinet that will be easy to keep clean
   c. Double sinks
   d. Supply shelves which cover at least one wall
   e. Washing machine and dryer
   f. Broom closet large enough to house all cleaning materials

9. Any ten of the following:
   a. Salaries
   b. Rent
   c. Supplies
   d. Advertising
   e. Depreciation
   f. Laundry
   g. Utilities
   h. Repairs and maintenance
   i. Insurance
   j. Telephone
   k. License and taxes
   l. Legal, professional and accounting
   m. Miscellaneous

10. a. 4

    b. 2

    c. 5

    d. 3

    e. 1

    f. 6

11. Discussion should include:

    a. Social security--Fixed percentage of each dollar the employee earns up to a certain point is paid by the employees and employer

    b. Wages, hours, and working conditions--Certain specified industries prohibit persons under sixteen years of age from working more than eight hours a day or forty-eight hours a week

    c. Tips--Cash tips amounting to $20.00 or more received in a month are subject to withholding for income tax and social security tax

    d. Income tax--Wages subject to withholding of the income tax include salaries, tips, fees, bonuses, commissions, certain pensions, retirement pay, vacation allowances, and dismissal and severance pay

12. a. 2

    b. 4

    c. 1

    d. 3

13. Discussion should include:

    a. Shampoos--Purchase an all-purpose shampoo and dry hair and oily hair shampoos

    b. Color rinses--Purchase one of each color of the color rinses and several bottles of the popular shades, using one brand

    c. Special rinses--Purchase prepared type brands you like best

    d. Hair colors--Purchase one or two brands only and about three applications of each color

    e. Hair lighteners--Purchase smaller amounts of oil lighteners as compared to the powder and cream lighteners

    f. Conditioners--Purchase 1.893 to 2.839 liters (four to six pints) of instant conditioner from order to order, selecting the most popular and considering the time element involved in the application

g. Permanent waves--Purchase budget type waves which should be the lowest priced wave in the salon; medium priced for fine and limp hair, normal and resistant, and color treated hair; and the top price range should be the best permanent waves for tinted, lightened, normal, and resistant hair; a dozen of each type should be purchased at the beginning until a more accurate count can be formulated

h. Hair sprays--Purchase in wholesale quantities and sell at retail to the patron to cut overhead costs of the salon

i. Miscellaneous supplies--Purchase basic supplies such as stain remover, nail polish remover, nail polish, styling gel, wig cleaner, lash and brow tint, and lacquer in small quantities

14. Discussion should include:

a. Newspaper--Should be placed on a page read by potential customers, should catch the eye and be personalized, and should state services or products available

b. Television and radio--Should be an effective way to advertise, but can be very expensive

c. Word-of-mouth--Should become the best form of advertisement by patrons who enjoy the services and who tell others

d. Sales and specials--Should stimulate sales and remove old merchandise from stock; should be held when business is slow

e. Displays--Should be tasteful, effective displays which will attract patrons

f. Silent advertising--Should be accomplished through employee's own appearance, pictures in reception and styling areas, matches, and appointment cards

15. Evaluated to satisfaction of instructor